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ABSTRACT

This book is a survey of all the modern language examinations in the United Kingdom at "GCE" 'O' level, Scottish 'O' grade, and "CSE" Mode 1, available in 1979 in French, German, Italian, Russian, and Spanish, as well as the "16+" examination offered by a consortium of boards in the north of England. It is an attempt to provide a critical analysis of modern language examinations at the beginning of the 1980's. The study is divided into three parts: (1) the data, which provides information about 112 examinations; (2) a critical analysis and evaluation of these data, as well as a scrutiny and critique of the examination papers themselves; and (3) a number of independent contributions, commissioned by the editors, giving viewpoints on aspects of language examinations. The tables in part one cover the aims of the examination; syllabus definition/clarification; details of marking principles, schemes, and scoring; a tabular description of the examination tests categorized under the headings of oral/aural/reading/writing; and a list of sources from which the information was obtained. (Author/AMH)

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MODERN LANGUAGES EXAMINATIONS
AT SIXTEEN PLUS

A CRITICAL ANALYSIS

Compiled and edited by:
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A Harding
B Page
V J Printon

U S DEPARTMENT OF HEALTH.
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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ERRATUM

Tables 113, 114, 115, 116

There is an error in the 'Cambridge' entry in Tables 113, 114, 115 and 116.
In the AURAL section:

the marks should read :	and not as printed :
-	-
15*	15
-	-
15*	15
-	-
-	-
15	30

We apologise for this error.

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ERRATUM

It is regretted that owing to a printing error, the tables 48, 49 and 50 in Part One appear in reverse order.

Acknowledgements

As supervising editor, I wish to identify and acknowledge the contribution of all those whose efforts have been devoted over a long period to the production of this study. As co-editors, Valerie Printon of CILT undertook the awesome task of gathering, sifting and assembling the information in Part 1; while Brian Page, with major contributions from Ann Harding, wrote the critical analysis which forms Part 2. A Emmett, J H Brown, R Long, and B Park produced stimulating and informative insights in their contributions to Part 3.

Judi Bentley, Sally Bullock, Sheila O'Shea and Maureen Edwards bore the brunt of the typing, and preparation of camera-ready copy.

I am grateful also to the examination boards, whose representatives were patient and helpful in responding to our regular requests for information.

A.M.

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Introduction

This book sets out to survey all the modern language examinations at GCE 'O' level, Scottish 'O' grade, and CSE Mode 1, available in 1979 in French, German, Italian, Russian and Spanish. Also included is the 16+ examination currently offered by a consortium of boards in the north of England.

Although its coverage is therefore comprehensive, this is not a 'guide to choosing examinations', and still less an attempt to pick the 'best board'. If it were a guide, much of its information would already be out of date, since its data is based upon the 1979 and 1978 examinations. Moreover, such a guide would be of little practical value, since few teachers or candidates have freedom of choice in real terms anyway.

As its title indicates, this book is an attempt to provide a critical analysis of modern language examinations at the beginning of the 1980's, with the purpose of providing an informative basis for discussion by examining boards and in the in-service training of teachers. In Part 1, 'The Data', a series of tables provides information about 112 examinations, adopting a standard format and descriptive method throughout in order to facilitate comparison. The tables present only information which is published or made generally available to teachers by the examination boards. Each table covers the following areas:

1. Declared aims of the examination/paper/section/question;
2. Syllabus definition/clarification provided by the Board;
3. Details of marking principles, marking schemes and scoring, and advice to candidates provided by the Board;
4. A tabular description of the examination tests, categorised under the broad headings of ORAL/AURAL/READING/WRITING;
5. A list of sources from which the information was obtained.

A fuller explanatory note on the use of the tables appears on Page 6.

In Part 2, the editors conduct a critical analysis and evaluation of the data in the tables, coupled with a scrutiny and critique of the examination papers themselves. The apparent weaknesses and strengths of the current examination provision are pinpointed, and constructive suggestions offered for consideration.

Finally, in Part 3, 'Viewpoints', there appear a number of independent contributions commissioned by the editors, mainly originating from writers with considerable experience of the realities of examination production and assessment. The constraints of the publication schedule meant that the writers concerned were not aware of the stance which would be adopted in the earlier 'Critical Analysis' section. The fact that Parts 2 and 3 have therefore been produced almost independently of each other lends added point and weight to the views expressed in both parts.

Only one article from Part 3 was not written by an examiner or examining board representative: 'Some Teachers' Views' is an account of a small-scale survey carried out by CILT in 1979, in which teachers were invited to express their opinions about the modern language examinations they used.

The proposals, recently accepted by the Government, for a reorganisation of the present bi-partite system of 16+ examinations into a common system, is likely to lead to extensive reconsideration of existing examination provision. What emerges from this book is a call for major rethinking of an approach to teaching and examining which still bears the imprint of the classical tradition from which modern language teaching is derived. Much of the evidence currently available (and in particular that which has emerged from a recent working party of the National Congress on Languages in Education) suggests that modern language teachers shape their teaching very closely to match the form and content of public examinations. It would, however, in the editors' opinion, be wrong to impute total responsibility for any shortcomings in modern language examinations to the examining boards, though they may be justifiably criticised in many cases for being secretive about such areas as marking and assessment methods, and for not providing syllabus clarification. However, if boards are inclined (understandably) to be cautious and traditional (it is hardly their role to be incautiously adventurous), it must be said that modern language teachers as a group represent at least as conservative a body of opinion, if the evidence of the article 'Some Teachers' Views' is accepted. What has now to be found is some mechanism by which the examining boards can tap the views and expertise of that substantial minority of able and pioneering teachers who can exercise a positive influence on the direction of modern language teaching in the next decade. The purpose of this book is to foster such a fruitful collaboration.

Part 1

The Data

Explanatory Note: Tabular Information

General

(1) The tables which constitute Part 1 have been compiled by CILT from the information published or otherwise made generally available to teachers by the examining boards. While every effort has been made by CILT to ensure the accuracy of the information, the tables in no sense purport to provide a guide and do not carry any such authorisation on the part of the examining boards. The tables represent an attempt to standardise the form and presentation of the available information **so as to facilitate a comparative study**.

(2) For each examination there is a table consisting of two facing pages (except for Tables 1/2 and 15/16 where the information is arranged slightly differently over four pages).

(3) The tables are sequenced so as to cover consecutively GCE (and Scottish 'O' grade), CSE, and 16+ examinations. Within each group, the tables are arranged in the following order: French, German, Italian, Russian, and Spanish. For list of tables, see Pages 8-10.

Left hand pages

(4) Sections A - C in each table are made up as far as possible of quotations from the sources indicated in Section D. The usual convention (three or four dots) is used to indicate a gap in a quoted item.

(5) In some cases, in the interests of brevity or continuity, Sections A - C include whole or part sentences which are not quotations. These items appear **in brackets** e.g. '....up to ten per cent of words outside the vocabulary list (may be included), provided that these are not key words....' The normal use of parenthesis is represented by square brackets.

THE INFORMATION IN (4) AND (5) ABOVE APPLIES ONLY TO SECTIONS A-C, NOT TO THE TABLE OF EXAMINATION ACTIVITIES ON THE RIGHT-HAND PAGE.

Right-hand pages

(6) The tabular description of the examination itself, which appears on the right-hand page (except for Tables 1 and 15) is a mixture of quotation and summary. No indication is given as to which items are direct quotation. All the information quoted in the ORAL/AURAL/READING/WRITING tables is derived from Source 1 (see Section D) unless otherwise indicated by a footnote.

(8) Under the side heading 'Paper', the editors give the board's titles of the paper or question. Under 'Description', the editors give the title and reference number taken from their 'Checklist of Activities' which appears on Page 7 opposite. This distinction is made in the interests of uniformity and precision, since certain titles are used by different boards to indicate different activities.

REMINDER: THE INFORMATION IN THE TABLES REFERS EXCLUSIVELY TO THE 1979 EXAMINATIONS. FOR INFORMATION ABOUT CURRENT OR PROPOSED CHANGES READERS SHOULD CONSULT THE REGULATIONS AND SYLLABUSES OF THE EXAMINATION BOARDS.

Checklist of Activities

I ORAL emphasis

I.1 Reading aloud
I.2 General conversation. This category used for conversation tests where no further clarification provided by examination boards.
I.2a Questions/conversation on passage read aloud in 1.1
I.2b Questions/conversation on prepared/specified/prescribed topics, or from set lists. (But not role-play - see I.3)
I.2c Questions/conversation on a series of pictures/single picture
I.2d Narrative based on a series of pictures/single picture
I.3 Role-playing

II AURAL emphasis

II.1a Listening comprehension: questions in written English; answers in written English
II.1b Listening comprehension: questions written in foreign language; answers written in foreign language
II.1c Listening comprehension: question given orally in English; answers written in English
II.1d Listening comprehension: questions given orally in English; language; answers written in foreign language
II.1e Listening comprehension: multiple-choice questions in foreign language
II.1f Listening comprehension: multiple-choice questions in English
II.2a Listening comprehension: precis/summary in English
II.2b Listening comprehension: precis/summary in foreign language
II.3a Listening comprehension: reproduction in English with aid of picture sequence
II.3b Listening comprehension: reproduction in foreign language with aid of picture sequence/story outline. II.4
II.4 Picture/listening comprehension: questions given orally in foreign language; answers written in foreign language (=IV.6)

III READING emphasis

III.1 Translation foreign language to English
III.2a Written comprehension: questions written in English; answers written in English
III.2b Written comprehension: questions written in foreign language; answers written in foreign language. (=IV.2)
III.2c Written comprehension: foreign language passage; multiple-choice questions in foreign language
III.2d Written comprehension: foreign language passage; multiple-choice questions in English
III.3 Written comprehension: foreign language passage; precis/summary/notes in English
III.4a Written comprehension: foreign language passage plus pictorial element; written questions in foreign language; written answers in foreign language.
III.4b Written comprehension: foreign language passage plus pictorial element; multiple-choice questions in foreign language
III.4c Written comprehension: foreign language passage plus pictorial element; multiple-choice questions in English

IV WRITING emphasis

IV.1 Translation English to foreign language
IV.2 Written comprehension: questions written in foreign language; answers written in foreign language (=III.2b)
IV.3 Composition: all types
IV.4 Dictation
IV.5 Picture Test: written questions in foreign language; written answers in foreign language
IV.6 Picture Test: questions given orally in foreign language; written answers in foreign language (=II.4)

V BACKGROUND (in English unless otherwise stated)

V.1 Questions requiring brief answers
V.2 Questions requiring essay-type answers
V.3 Multiple-choice questions
V.4 Written project

GCE BOARDS

	Table No
Associated Examining Board	
French syllabus I	1
French syllabus II	2
German syllabus I	15
German syllabus II	16
Italian	30
Russian	40
Spanish	52
University of Cambridge Local Examinations Syndicate	
French	3
German	17
Italian	31
Russian	41
Spanish	53
Joint Matriculation Board	
French syllabus A	4
French syllabus B	5
German syllabus A	18
German syllabus B	19
Italian	32
Russian syllabus A	42
Russian syllabus B	43
Spanish syllabus A	54
Spanish syllabus B	55
University of London	
French	6
German	20
Italian	33
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Spanish	56

	Table No
Northern Ireland General Certificate of Education Examinations Board	
French	7
German	21
Italian	34
Russian	45
Spanish	57
Oxford and Cambridge Schools Examination Board	
French	8
German	22
Italian	35
Russian	46
Spanish	58
Oxford Delegacy of Local Examinations	
French 020	9
French 0120	10
German 021	23
German 0121	24
Italian	36
Russian	47
Spanish 022	59
Spanish 0122	60
Scottish Certificate of Education Examination Board	
French traditional	11
French alternative	12
German traditional	25
German alternative	26
Italian traditional	37
Italian alternative	38
Russian traditional	48
Russian alternative	49
Spanish traditional	61
Spanish alternative	62

Southern Universities' Joint Board for School Examinations	Table No
French	13
German	27
Russian	50
Spanish	63

Welsh Joint Education Committee	
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German	28
German alternative	29
Italian	39
Russian	51
Spanish	64

CSE BOARDS

Associated Lancashire Schools Examining Board	
French	65
German	81
Spanish	99

East Anglian Examinations Board	
French North	66
French South	67
German North	82
German South	83
Spanish North	100
Spanish South	101

East Midland Regional Examinations Board	
French	68
German	84
Russian	97
Spanish	102

17

Metropolitan Regional Examinations Board *	Table No
French	69
German	85
Spanish	103

Middlesex Regional Examining Board *	
French	70
German	86
Spanish	104

North Regional Examinations Board	
French	71
German	87
Spanish	105

North West Regional Examinations Board	
French	72
German	88
Spanish	106

Northern Ireland CSE Board	
French	73

South-East Regional Examinations Board	
French	74
German	89

South Western Examinations Board	
French	75
German	90
Spanish	107

* now merged to form the London Regional Examining Board

00(13

Southern Regional Examinations Board

Table No
French 76
German 91
Russian 98
Spanish 108

Welsh Joint Education Committee

French 77
German 92
Italian 96
Spanish 109

West Midlands Examinations Board

French 78
German 93
Spanish 110

West Yorkshire and Lindsey Regional Examining Board

French 79
German 94
Spanish 111

Yorkshire Regional Examinations Board

French 80
German 95

JOINT 16+

ALSEB/JMB/TWYLREB/YREB

French 112

INTERBOARD COMPARISONS

Table No
GCE O French 113
German 114
Italian; Russian 115
Spanish 116
CSE & 16+ French; German 117
Italian; Russian; Spanish 118

Tables 1 and 2 Associated Examining Board French Syllabus I 030 and French Syllabus II 130
'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

Paper 1, part I listening comprehension, part II reading comprehension (Syllabus II)

...(to) assess ability to understand the gist and the details of spoken and written French in familiar, everyday situations....(Source 11)

Paper 1, part I listening comprehension (Syllabus II)

...to test the candidate's ability to understand the spoken language....(Source 1)

Paper 1, part II reading comprehension (Syllabus II)

...to test the candidate's ability to understand the written language....(Source 1)

Paper 2, Use of language and compositions (Syllabus I and II)

...to test the candidate's ability to manipulate the language in varying contexts, and whereas the essays give a certain amount of freedom of choice with regard to structures and vocabulary, Question 1 aims at a more carefully controlled situation, attempting to test the ability to use specific structures. (Source 9)

Paper 2, Use of language and compositions, part a (Syllabus I and II)

...to test the candidate's ability to manipulate the foreign language. (Source 1)...object of the test is NOT to test comprehension. (Source 9) (It is) specifically designed to be a test of accuracy and attention to detail. (Source 9)

Paper 4, Oral test (Syllabus I and II)

...great importance will be attached to the oral use of the language. (Source 1)

Paper 4, Oral test, part ii picture and questions (Syllabus I and II)

...to test (candidate's) ability to use language structures appropriate to the description of persons, places, activities, objects and situations. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(Board has published specific information: See General below:)

General

(Board publishes a forty-seven page booklet which) gives additional guidance concerning the language that candidates might be expected to use in the examination. (Source 2) Three areas are involved: i. Topics, on which candidates are expected to write in the essays or speak in the oral examinations. The list of topic areas is not intended to exclude topics which candidates themselves may choose to introduce, this applies particularly to the oral examination. (Source 2) ii. (A grammar and structure list for speaking and writing which runs to four pages and defines in conventional terms the grammar and structures which pupils can be expected to produce in speaking and writing. Each individual item listed under the sections above has a reference to Le Français Fondamental Ier degré.) (Source 2)
iii. (A list of vocabulary items is published grouped essentially under nine topic areas and sixteen practical situations. The list runs to about three thousand one hundred items but the net word count is smaller owing to necessary repetition of some items in more than one section.) (Source 2)

Paper 1, Translation into English (Syllabus I) : Paper 1, part I listening comprehension, part II reading comprehension (Syllabus II)

...might well include some words which are not contained in the list of vocabulary. (Source 2)

Paper 2, Use of language and compositions (Syllabus I and II)

...whilst the various stimuli in Paper 2 will not themselves be totally restricted to the contents of these vocabulary lists, the language and structures which the candidate is required to produce will be drawn from the lists included in this syllabus or, if not, will be readily deducible from the text. (Source 2)

Paper 2, Use of language and compositions, part a (Syllabus I and II)

In some cases the degree of manipulation might be quite small, in others fairly extensive; it might involve changes of tense or word-order, the conversion of 'Direct Speech to Reported Speech and vice versa, or sometimes the composition of an entirely new sentence. (Source 9)

Paper 2, Use of language and compositions, part bi, a and b (Syllabus I and II)

(Letters) may be formal or informal. (Source 10) (Information is contained in both Source 2 and Source 10 which is applicable to Syllabuses French I and II; German I and II and Italian. In Source 2 the information is specific to French. The information given in the two documents is virtually the same. The Board lists four types of correspondence for formal letter writing, e.g. with tourist offices, plus) other situations arising naturally within the range of vocabulary contained in the syllabus. (Source 2) (Five types of correspondence are listed for informal letter writing, e.g. with former teachers. A list of eleven situations is given which are) among the most common which might be included in both formal and informal letters....(Source 2) (e.g. Home, Thanks for visits. The vocabulary lists for the oral examination contained in Source 2 cover similar topic areas. See below.)

Paper 2, Use of language and compositions, part bii, a (Syllabus I and II)

(Narrative account) based on fairly limited 'scene setting' in the foreign language.(Source 1)

Paper 4, Oral test, part i general questions (Syllabus I and II)

...questions of a general nature and appropriate to (candidate's) experience. (Source 1)
(List of nine topic areas for personal conversation published, e.g. family) (Source 2)

Paper 4, Oral test, part ii picture and questions (Syllabus I and II)

...to test (candidate's) ability to use language structures appropriate to the description of persons, places, activities, objects and situations. (Source 1)

Paper 4, Oral test, part iv role-playing (Syllabus I and II)

...might include everyday activities such as buying flowers in a florist's, sending a telegram at the Post Office. Each role playing situation will have a strictly practical application....(Source 1) (Board publishes list of sixteen practical situations plus vocabulary list for each.) (Source 2)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(With the exception of Paper 2, part a, no specific information provided. Source 9 below gives examples of good and bad responses for Paper 2, part a.) (See Tables 1 and 2 for mark allocations.)

Paper 2, Use of language and compositions, part bi and ii (Syllabus I and II)

...marks will be awarded positively for quality and accuracy of language. (Source 10)

Paper 1, part I listening comprehension, part II reading comprehension (Syllabus II)

(Each correct response for the forty items in part I and the thirty items in part II carries one mark. The remaining ten marks are for Paper 3 (Source 11)

Paper 2, Use of language and compositions, part a (Syllabus I and II)

...the marks in this test are awarded not for the factual correctness of the answer, but for the linguistic correctness....the marks gained are awarded for production of language rather than for understanding. (Source 9)...a candidate who tries to answer the questions by copying out sections from the text without altering them in any way, is not going to score any marks, because he will not in fact have answered the questions set. (Source 9) (Board is) not concerned with the mere seeking after synonyms but with the ability to give natural and precise answers to the questions AS THEY ARE ASKED. (Source 9)...it is important that the candidate decides EXACTLY what the question is asking, and that he answers THAT question rather than one of his own invention. (Source 9)

Paper 2, Use of language and compositions, part bi, a and b (Syllabus I and II)

Formulae for beginnings and ends of letters, whilst important, will not gain credit. (Source 10)

Paper 2, Use of language and compositions, part bi, b (Syllabus I and II)

...there will be approximately seven/eight points that candidates should answer or take up. These will be in language that the candidate should have no difficulty in comprehending and failure to take up one or more of the points will result in loss of marks. (Source 10)

Paper 2, Use of language and compositions, part bi and ii (Syllabus I and II)

...marks will be awarded positively for quality and accuracy of language. There will...be penalties for lack of relevance. (Source 10)

D. SOURCES

All published by the Associated Examining Board.

1 Syllabuses 1979. Section IV. Languages: modern and classical.

2 Defined content syllabus in French. Ordinary level. AEB, 1978.

3 Specimen French oral (single picture).

4 Specimen French oral (picture series).

5 Specimen French oral. (role-playing situation)

6 June examination 1978. Modern languages - oral examination and dictation test. Ordinary and Advanced levels. Modern languages/M Form. AEB, 1978.

7 Reports of examiners. June examination 1978. Section 4. Languages: modern and classical. AEB, 1978.

8 Specimen paper - Ordinary level French Syllabus I and II. Paper 2.

9 Modern languages - Ordinary level. Statement to clarify the requirements of the Board in relation to Question 1 of Paper 2. French Syllabus I and II (030 and 130). Paper 2, Use of language and composition.

10 Modern languages - Ordinary level. Statement of policy in relation to Paper 2. French Syllabus I and II (030 and 130); German Syllabus I and II (037 and 137); Italian (044). Paper 2, Use of language and composition.

11 Objective tests in French. AEB, 1978.

Table 1 Associated Examining Board

Ordinary level: French Syllabus I (030)

Three written papers and an oral test

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Paper 4, Oral test: part i general questions, part ii picture and questions, part iii narrative on a series of pictures, part iv role-playing	Not examined	Paper 1, Translation into English	Paper 2, Use of language and compositions, part a, part bi, part bii Paper 3, Dictation
Time	About 15 mins plus 15 mins preparation time for iii and iv		1 1½ hours	2 total 2 hours 3 30 mins
Marks	i 10% ii 5% iii 5% iv 5%		1 each passage 15%[7] (Paper 1 total 30%)	2a 20%[7] 2bi Approx. 9%[7] 2bii Approx. 9%[7] 3 Approx. 7%
Description	i General conversation[1] /I.2/. Candidate will be asked questions of a general nature and appropriate to his experience. ii Questions on a single picture /I.2c/. Candidate will be given a single picture[2] in the examination room and asked a series of questions to test his ability to use language structures appropriate to the description of persons, places, activities, objects and situations. iii Narrative based on a series of pictures[3] /I.2d/. Candidate will be required to relate in third person, past tense, the story depicted. iv Role-playing[4,5] /I.3/. Candidate will be asked to initiate conversation and to reproduce language appropriate to a particular situation or activity described by the examiner which might include everyday activities such as buying flowers in a florist's, sending a telegram at the post office. The situation has a strictly practical application, is explicitly stated and detailed in English. Candidate will be encouraged to take the initiative but the examiner, by his intervention in the role-playing, will place the candidate in the position of having to develop the situation further or of having to modify a previous line of action. Conducted by a visiting examiner[6]. Paper 4 of Syllabus I and Oral test of Syllabus II are the same.		1 Translation foreign language to English /III.1/. Two passages for translation from French into English.	2a Written comprehension: questions written in foreign language; answers written in foreign language[8,9] /IV.2/. Prose passage(s). 2b Composition[10] /IV.3/. Two compositions (about 100 words each). i Either (a) Letter stimulated by specific instructions given in the foreign language, or (b) Letter in answer to a letter printed on paper in the foreign language. Letters may be formal or informal[11]. In bi there are about seven/eight points which candidates should take up or answer[12]. AND ii Either (a) Narrative account based on a fairly limited scene-setting in the foreign based language; or (b) Story on pciture series. ii(a) and ii(b) should be written using past tenses for the narrative. Paper 2 of Syllabus I and Syllabus II are the same. 3 Dictation[13] /IV.4/.

---

[1] List of topic areas with vocabulary published: See Source 2 and Section B

[2] Specimen picture provided: See Source 3

[3] Specimen picture series provided: See Source 4

[4] Specimen role-playing situation provided: See Source 5

[5] List of sixteen situations published with vocabulary: See Source 2 and Section B

[6] See Source 6

[7] Information on mark allocations published: See Source 7

[8] Specimen paper published: See Source 8. Additional information published: See Source 9: See Sections B and C

[9] This test is intended by Board as a manipulation text. No marks awarded for comprehension. See Source 9

[10] Specimen paper published: See Source 8

[11] List of topics published: See Source 2 and Section B

[12] See Source 10

[13] Instructions published: See Source 6

Table 2	Associated Examining Board	Ordinary level: French Syllabus II (130)	Two written papers and an oral test	
	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral test: part i general questions, part ii picture and questions, part iii narrative on a series of pictures, part iv role-playing	Paper 1, part I listening comprehension	Paper 1, part IIi and ii reading comprehension Paper 3 reading comprehension	Paper 2, Use of language and compositions, part a, part bi, part bii
Time	About 15 mins plus 15 mins preparation time for iii and iv	About 45 mins	1 II 45 mins 2 total 2 hours	2 total 2 hours
Marks	i 10% ii 5% iii 5% iv 5%	Approx. 19%[7]	1 IIi and ii Approx. 15%[7] 1 Paper 3 Approx. 5%[7]	2a Approx. 19%[10] 2bi Approx. 8%[10] 2bii Approx. 8%[10]
Description	i General conversation[1] /I.2/. Candidate will be asked questions of a general nature and appropriate to his experience. ii Questions on a single picture picture /I.2c/. Candidate will be given a single picture[2] in the examination room and asked a series of questions to test his ability to use the language structures appropriate to the description of persons, places, activities, objects and situations. iii Narrative based on a series of pictures[3] /I.2d/. Candidate will be required to relate in third person, past tense, the story depicted. iv Role-playing[4,5] /I.3/. Candidate will be asked to initiate conversation and to reproduce language appropriate to a particular situation or activity described by the examiner which might include everyday activities such as buying flowers in a florist's, sending a telegram at the post office. The situation has a strictly practical application, is explicitly stated and detailed in English. Candidate will be encouraged to take the initiative but the examiner, by his intervention in the role-playing, will place the candidate in the position of having to develop the situation further or of having to modify a previous line of action. Conducted by a visiting examiner[6]. Paper 4 of Syllabus I and Oral test of Syllabus II are the same.	Listening comprehension: multiple-choice questions in foreign language[8] /II.1e/. About forty items of varying difficulty recorded on tape. After hearing each item candidate is required to select most appropriate item from series of four printed in test booklet. Four sections: (i) recordings of number of remarks or short conversations. Candidate identifies speakers or place where conversation occurred or the activity (ii) prose passages or dialogues, each is followed by a series of multiple-choice questions; candidate selects correct answer in each case (iii) conversations relating to visual material (street maps, house plans, timetables, etc.) Candidate selects correct answers to questions based on dialogues and visual material (iv) recorded oral description of situation ending in a comment or question by one of the characters. Candidate selects the most appropriate response.	1 II Written comprehension: foreign language passage: multiple-choice questions in foreign language[8] /III.2c/. i) series of simple situations described in the foreign language. Candidates select from a choice of four remarks the most appropriate to the situation ii) prose passage(s) followed by a series of incomplete statements each with four suggested completions. Candidate selects completion that is best according to the passage. 3 Written comprehension: questions written in English; answers written in English[8] /III.2a/. Prose passage.	2a Written comprehension: questions written in foreign language; answers written in foreign language[11,12] /IV.2/. Prose passage(s). 2b Composition[13] /IV.3/. Two compositions about 100 words each. i Either (a) Letter stimulated by specific instructions given in the foreign language; or (b) Letter in answer to a letter printed on paper in the foreign language. Letters may be formal or informal[14]. In bi there are about seven/eight points which candidates should take up or answer[15]. AND ii Either (a) Narrative account based on a fairly limited scene-setting in the foreign language; or (b) Story based on picture series. ii(a) and ii(b) should be written using past tenses for the narrative. Paper 2 of Syllabus I and Syllabus II are the same.

1 List of topic areas with vocabulary published: See Source 2 and Section B

2 Specimen picture provided: See Source 3

3 Specimen picture series provided: See Source 4

4 Specimen role-playing situation provided: See Source 5

5 List of sixteen situations published with vocabulary: See Source 2 and Section B

6 See Source 6

7 Information on mark allocations published: See Source 11

8 Specimen paper published: See Source 11

9 This section is designated Paper 3 by the Board but is not an addition to the examination. It forms part III of paper 1

10 Mark allocations published: See Source 7

11 This test is intended by Board as a manipulation test. No marks awarded for comprehension. See Source 9

12 Specimen paper published: See Source 8 Additional information published: See Source 9: See Sections B and C

13 Specimen paper published: See Source 8

14 List of topics published: See Source 2 and Section B

15 See Source 10

Table 3 University of Cambridge Local Examinations Syndicate French Syllabus 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No specific information provided, but see Source 4. Approximately one page of the document is devoted to analysing the three main reasons for using a multiple-choice test for measuring and testing reading comprehension, indicating some of the aims of the test itself.)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information provided, but the following information has been derived from the sources indicated.)

Paper 2, Reading comprehension

In preparing for this test, it is important to encourage candidates to read as many French magazines and newspaper articles as possible since they often contain a style and register which are different from those to be found in the usual reader. (Source 6)

Paper 5 and 6, Oral test, part ii conversation based on picture

...candidates will be required to demonstrate reasonably competent understanding and use of at least the present tense and a past tense, and an adequate range of lexis and structure. (Source 2)

Paper 5 and 6, Oral test, part iii discussion of prepared topic

(Ten prescribed topics, e.g. school life.) Candidates will be required to prepare three topics: these may all be taken from the list...or may include further topics of the candidate's own choosing.... (Source 2) ...each candidate should...seek an aspect which interests him particularly. The subject matter itself should be stressed less than the candidate's own involvement in the topic he is to discuss. The latter may be related quite freely to his own country or to a foreign country or to a comparison of the two. (Source 2)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information on the techniques adopted in setting and marking Paper 2 is provided in Sources 4 and 6. Information on marking principles is published for the Oral test in Source 2. This document runs to approximately fifteen pages, giving detailed instructions for the modern language syllabuses at 'O' and 'A' level. All papers except Papers 1 and 2 are covered at 'O' level. Information on the Oral test, Papers 5 and 6, runs to approximately five pages, covering the conduct of the examination, examining techniques and marking principles. Source 7, intended for the 1980 examination, devotes approximately two additional pages to an examiners' guide to marking covering each part in the Oral test. Information on grading, marking principles, and the general aspects of the performance of candidates in various mark ranges is given.) (See mark allocations opposite.)

Paper 2, Reading comprehension

(The Syndicate has published a six page document, Source 4, which analyses the three main reasons for adopting a multiple-choice test as a compulsory part of the examination since 1973 for testing reading comprehension. The document discusses the aims, validity and advantages of such a test. It also explains the statistical parameters used, and provides tables (relating to French only) showing the distribution of scores (for Summer 1975), and the levels of facility/discrimination of the test items (for Summer 1973/Summer 1975). Texts of the tests are also reproduced. Additionally, Source 6 devotes one and a half pages to a short glossary/explanation of test terminology.)

Paper 5 and 6, Oral test, part i reading test

Marks will be awarded both for accuracy of pronunciation, and for intonation, expression and general fluency. (Source 2)

Paper 5 and 6, Oral test, part ii conversation based on picture

It should be made clear to candidates that it is their responsibility to convince the examiner of their competence in the spoken language.

Whilst the examiner will make every effort to encourage candidates to speak and lead them on to topics of interest to them, candidates who persist in giving only very brief or monosyllabic replies cannot expect to receive many marks. (Source 2)

Paper 5 and 6, Oral test, part iii discussion of prepared topic

(The Syndicate has provided guidance to teachers.) (Source 2)

...if a candidate wishes to prepare material with a highly factual content, e.g. relating to history or geography, the teacher should make certain that the candidate can actually discuss his material and not simply give a memorised lecturette, for which he will be penalized. The candidate's general ability to talk fluently in the foreign language far outweighs the importance of the factual content...and the title as such is only to be regarded as the starting point for a conversation which should be as far as possible spontaneous and natural. (Source 2)

The candidate should be helped to show to his best advantage his ability to converse freely in the language.... (Source 2) Whilst the majority of the marks will be awarded for grammatical accuracy and use of structures, idioms and vocabulary, further positive marks will be awarded for general fluency and conversational ability.... Individuals or groups of candidates who produce almost identical rehearsed lecturettes will not therefore gain high marks ...candidates who follow up an elegant,polished speech with short,ungrammatical replies will be marked on their performance as a whole, and the preliminary speech may be largely disregarded. Candidates will be awarded marks for variety and interest as well as accuracy. (Source 2) (The Syndicate lists the six techniques to be avoided.) (i) The lecturette (with) little or no spontaneous conversation. (ii) The interrogation, where the teacher asks simple questions requiring automatic answers.... (iii) Excessive participation on the teacher's part, with monosyllabic answers from the candidate. (iv) Almost identical,over-rehearsed pseudo-discussion, where the same questions are put to different candidates at the same point in a topic. (v) A marked repetition of prepared questions and answers (vi) Excessive concentration on subject matter detail. Relatively few marks are awarded for content....(Source 2)

D. SOURCES All published by the University of Cambridge Local Examinations Syndicate

1 General Certificate of Education and Use of English Examination 1979. Syllabuses in English Subjects, Classics, Modern Languages, General Studies, General Paper, Use of English. Subject Syllabus EL (1979). July 1977.

2 General Certificate of Education. Modern Languages, Syllabuses, additional notes, and instructions. Syllabus supplement M.L. (1978). 1977.

3 General Certificate of Education. French Ordinary level. Paper 3 Listening comprehension. June 1978.

4 Ordinary level French, German, Russian and Spanish. Multiple-choice tests of comprehension. Circular to schools No. 77/14 dated September 1977. Circular to schools No. C77/8 dated September 1977.

5 General Certificate of Education. French Ordinary level. Paper 1 Translation and composition. June 1978.

6 Criticisms of the question papers set at the Summer 1978 GCE examinations, with comments by the subject committees. With examiners' notes on the work of candidates in certain papers. Part 3 (Modern languages). MC3 (1978). December 1978.

7 General Certificate of Education. Modern Languages. Syllabuses, additional notes, and instructions. Syllabus supplement M.L. (1980). July 1978.

Table 3 University of Cambridge Local Examinations Syndicate Ordinary level: French: Three written papers and an oral test

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Either Paper 5, Oral test[1] (External) Or Paper 6, Oral test[1] (Internal) Paper 5 and Paper 6, Oral test: part i reading test: part ii conversation based on picture: part iii discussion of prepared topic	Either Paper 3, Listening comprehension Or Paper 4, Listening comprehension	Paper 1, Translation and composition, part i translation into English Paper 2, Reading comprehension	Paper 1, Translation and composition, part ii composition based on a series of pictures and either part iii composition based on a choice of topics, or part iv translation from English
Time	i 5 mins plus 10 mins preparation time[2] ii 5 mins[2] iii 5 mins[2]	3 40 mins 4 40 mins including 10 mins for total reading time[2]	1 total 2 1/4 hours 2 40 mins	1 total 2 1/4 hours
Marks	i 10%[3] ii 7½%[3] iii 7½%[3]	3 15% 4 15%	1 total 45% 2 15%	1 total 45%
Description	i Reading aloud[4] /I.1/. Alternative passages usually provided. At least two should be used at random. ii Questions based on a single picture[4] /I.2c/. Precise, factual information will not be demanded. Candidates are expected to give natural replies to questions and should be encouraged to take initiative in this part of the oral test. iii Conversation on prescribed topic[4] /I.2b/. Candidates will be required to prepare three topics from list of ten or of their own choosing.[5] At the examination they will be required to choose one at random. The conversation should be as far as possible spontaneous and natural and the title regarded as the starting point for the conversation. Paper 5. Oral test is conducted by a visiting external examiner. Paper 6. Oral test is conducted by the staff at each centre.	3 Listening comprehension: multiple-choice questions in foreign language /II.1e/. 30 multiple-choice questions based on recorded material.[6] 4 Listening comprehension: questions written in foreign language; answers written in foreign language /II.1b/. Ten written questions on story read aloud by teacher. The story is read twice. Candidates are not allowed to write during either reading. The first reading should take approximately the time specified at the end of the passage. The second should be at the same pace as the first. Both should be done in a natural way. Between the first and second readings, candidates are allowed five mins to read the questions and to make notes. During the remaining 30 mins, after both readings have been completed, they write their answers to the questions.[7]	1i Translation foreign language to English /III.1/. One passage. 2 Written comprehension: foreign language passage: multiple-choice questions in foreign language /III.2c/. 30 multiple-choice questions.[8]	ii Composition /IV.3/. Based on a picture-series (about 150 words), using the past tense.[9] AND EITHER iii Composition (about 150 words) based on a choice of topics in form of letter, dialogue, description etc. OR iv Translation English to foreign language /IV.1/. One passage.

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[1] Information and instructions published: See Source 2 opposite

[2] See Source 2 opposite

[3] See Source 7 opposite

[4] No information in Source 1. See Source 2 opposite

[5] List published: See Source 2 and Section B opposite

[6] Specimen provided: See Sources 3 and 4 opposite

[7] Instructions published: See Source 2 opposite

[8] See Source 4 and Section B and Section C opposite: Specimen published

[9] See Source 5 opposite

Table 4 Joint Matriculation Board French Syllabus 'O' level Syllabus A

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No information provided by the Board on any of the papers.)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information provided, but the following information has been derived from the sources indicated for the following papers only.)

Paper I.3 short essays

The standard of the passage will be such that it can easily be understood by the average candidate. (Source 1)

Oral examination, conversation test

The following topics could provide suitable material for questions: the date and time, the journey to school, activities in school and outside, household routine, sport, hobbies, holidays, the family. (Source 2)

Very good candidates should readily understand questions put to them in everyday language on simple topics and should be able to reply with fluency and grammatical accuracy. (Source 2)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Board has provided information on marking procedures for each section of each paper (Source 1), but more detailed information on marking procedures covering grading in the oral examination, reading and conversation tests is given in Source 2.)

(See mark allocations opposite)

Paper I.1 translation of an English passage

...working total of eighty marks...one mark (deducted) for each error up to a maximum of twenty for each of the four sections. Smaller deductions, e.g. for accents, and larger deductions, e.g. for gross grammatical errors....Repeated and consequential errors...not normally penalised. (Source 1)

Paper I.2 composition based on pictures

...working total of fifty-five marks...forty marks (for) grammatical accuracy and fifteen for variety of structure, use of idiom and breadth of vocabulary. (Source 1)

Paper I.3 short essays

...working total of fifty five marks for each essay, fourteen...for grammatical accuracy, twenty-eight for variety of structure, appropriate idiom and vocabulary, and thirteen for subject matter. (Source 1)

Paper II translation of a French passage

...working total of seventy-two marks...one mark (deducted) for each error up to a maximum of twelve for each of the six sections. Smaller deductions, e.g. for blemishes of style. and larger deductions, e.g. for gross errors in translation of nouns, verbs and adjectives....Repeated and consequential errors...not normally penalised. (Source 1)

Paper II written comprehension

...working total of thirty...one mark for each answer or each section of a longer answer. (Source 1)

Paper II aural test

...working total of twenty-five...one mark for each answer or each section of a longer answer. (Source 1)

Oral examination, reading test

...ten marks...(Source 1)

...pronunciation, fluency, phrasing and intonation are assessed. (Source 1)

Oral examination, conversation test

...thirty marks....(Source 1)

...marks are awarded for fluency, accuracy of grammar, range of vocabulary and comprehension. (Source 1)

D. SOURCES

All published by the Joint Matriculation Board.

1 General Certificate of Education. Regulations and syllabuses 1979.

2 General Certificate of Education 1979. Reading and conversation tests in modern foreign languages (Ordinary) Syllabus A, Russian (Ordinary) Syllabus B, Italian and Polish. Instructions to examiners S 10 (O).

3 General Certificate of Education. French Ordinary Syllabus A Aural test. Summer 1978.

4 General Certificate of Education. French Ordinary Syllabus A Paper II. Summer 1978.

5 General Certificate of Education. French Ordinary Syllabus A and B Paper I. Summer 1978.

6 General Certificate of Education 1979. Oral tests in modern foreign languages (Ordinary) Syllabus A, Russian (Ordinary) Syllabus B, Italian and Polish. Instructions to supervisors S 15 (O).

Table 4 Joint Matriculation Board Ordinary level: French
Syllabus A

Two written papers and an oral examination

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral examination[1], reading test, conversation test	Paper II, Aural test	Paper II, Translation of a French passage, written comprehension	Paper I, two of following: 1. translation of an English passage. 2. composition based on pictures. 3. short essays. Oral examination, dictation
Time	about 7 - 8 mins[2]	Approx. ½ hour	$1\frac{1}{4}$ hours	I 1½ hours Dictation 30 mins
Marks	$16\frac{2}{3}$ %	8 1/3%	Translation of a French passage 20% written comprehension 10%	I each part, $18\frac{1}{3}$% Dictation $8\frac{1}{3}$%
Description	Reading aloud[2] /I.1/. All the passages supplied by the Board should be used, varying the order as much as possible. Candidate is given three minutes to prepare passage. General conversation[3] /I.2/. Examiner may use reading passage as a starting point for conversation. "Definition" type questions are recommended as useful. Answers to questions need not be in complete sentences, but questions inviting yes or no replies should be avoided. Extraneous visual aids must not be introduced into the examination as an incentive to conversation. Where necessary, a candidate should be prompted and encouraged. If no answer is given, a question may be rephrased. Tenses other than the present should be used[2].	Listening comprehension: questions in written English; answers in written English[4] /II.1a/. Whole passage is read aloud by teacher in time stipulated by Board, then candidates have time to study questions on passage. The passage is read a second time in three sections. After each section has been read candidates have five minutes to answer questions set on that section. Note taking is not permitted during either reading of the passage.	Translation foreign language to English /III.1/. Passage (about 190 words) for translation from French into English. Written comprehension: questions written in English; answers written in English /III.2a/. Prose passage(s) (about 250 words) to test comprehension. Answers should include all relevant details and be in the form of complete sentences[5].	I Candidate must answer any two of following: 1. Translation English to foreign language /IV.1/. One passage (about 150 words) for translation from English into French. Either perfect or past historic may be used in contrast with imperfect in narrative portions, but the candidate must be consistent in his use of tense. 2. Composition /IV.3/. Based on series of pictures (about 145-150 words[6]). Essay must be written in past tense, but past historic must be avoided. 3. Composition /IV.3/. Two short essays (not more than 200 words) in response to a stimulus in French taking form of a dialogue, narrative or letter. Three questions are set in French, of which two are to be chosen by candidate. High marks are not awarded for answers confined to the present tense. Answers should be written in continuous prose, and where dialogue is chosen direct speech only is required. Dictation[7] /IV.4/. About 140 words. Paper I of Syllabus A and Syllabus B are the same.

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1 Information on reading and conversation tests published: See Source 2 opposite

2 See Source 2 opposite

3 See Source 2 and Section B opposite

4 See Source 3 opposite

5 See Source 4 opposite

6 See Source 5 opposite

7 Instructions published: See Source 6 opposite

Table 5 Joint Matriculation Board French Syllabus B 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

...to evaluate attainment in speaking and writing French and in comprehending its spoken and written form, reducing to a minimum the role of English. (Source 1)

Oral examination, conversation test b

Intended to provide an opportunity for individual work and preparation. (Source 2)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information provided, but the following information has been derived from the sources indicated for the following papers only.)

Paper I.3 short essays

The standard of the passage will be such that it can easily be understood by the average candidate. (Source 1)

Paper II comprehension

Overall comprehension is required; questions will not demand a knowledge of unusual, technical or literary vocabulary. (Source 1)

Paper II Section 1, listening comprehension

The subject matter will be topical and conversational rather than literary. (Source 1)

Oral examination, conversation test

(Candidate) should be able to answer freely and accurately questions of a personal and general nature and to sustain an intelligent conversation...around given books or topics. (Source 1)

Oral examination, conversation test a

(List of 100 set questions published in Source 1 covering questions of a personal and general nature. Arranged in ten groups, each divided into two equal sections, Section A and Section B, e.g. home and family.)

Oral examination, conversation test b

(List of eleven topics published in Source 1, e.g. Le sport.)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Board has provided information on marking procedures for each section of each paper in Source 1.)

(See mark allocations opposite)

Paper I.1 translation of an English passage

...working total of eighty marks...one mark (deducted) for each error up to a maximum of twenty for each of the four sections. Smaller deductions, e.g. for accents, and larger deductions, e.g. for gross grammatical errors....Repeated and consequential errors...not normally penalised. (Source 1)

Paper I.2 composition based on pictures

...working of total of fifty-five marks...forty marks (for) grammatical accuracy and fifteen for variety of structure, use of idiom and breadth of vocabulary. (Source 1)

Paper I.3 two short essays

...working total of fify-five marks for each essay, fourteen...for grammatical accuracy, twenty-eight for variety of structure, appropriate idiom and vocabulary, and thirteen for subject matter. (Source 1)

Paper II Section 1, listening comprehension

...each correct response gains one mark; no deduction is made for wrong answers. (Source 1)

Paper II Section 2, reading comprehension

...each correct answer gains one mark; no deduction is made for wrong answers. (Source 1)

Oral examination

Credit will be given for all positive aspects of speech and content. (Source 1)

Oral examination, reading

Approximately half the marks are awarded for pronunciation and the rest for fluency, phrasing and intonation. (Source 1)

Oral examination, test a conversation

...working total of thirty marks, two marks (for) each group A question and four (for) each question in group B...one mark (for) an item of information correctly expressed, but the requirement might be modified in relation to the possibilities of the question and, in some cases, the plausibility of the answer. (Source 1)

Answers need not be in the form of complete sentences but should be reasonably full in terms of the question. Content and accuracy will be assessed. Fuller replies are required to group B questions. (Source 1)

Oral examination, conversation test b

...working total of sixty marks, ten...for pronunciation, accent, fluency and phrasing; twenty for grammar, structure, vocabulary and idiom; ten for subject matter; twenty for individual preparation, spontaneity and genuine conversational ability. (Source 1)

D. SOURCES

All published by the Joint Matriculation Board.

1 General Certificate of Education. Regulations and syllabuses 1979.

2 General Certificate of Education. Summer 1979. French, German, Spanish and Russian (Ordinary) Syllabus B and Paper II in Spanish (Ordinary) Syllabus A. Instructions to supervisors and examining teachers. S 58 (O).

3 General Certificate of Education. French Ordinary Syllabus A and B Paper I. Summer 1978.

Table 5

Joint Matriculation Board

Ordinary level: French
Syllabus B

Two written papers and an oral examination

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral examination[1], part 1 reading, part 2 conversation tests a and b	Paper II, section 1, listening comprehension	Paper II, section 2 reading comprehension	Paper I, two of the following: 1. translation of an English passage 2. composition based on pictures 3. short essays
Time	1 about 3 mins 2a 4 mins 2b 5 mins[2]	about 30 mins	40 mins	$1\frac{1}{2}$ hours
Marks	1 5% 2a 10% 2b 20%	$14\frac{1}{3}$%	14%	each part $18\frac{1}{3}$%
Description	1 Reading aloud /I.1/. Order of passages provided should be varied. The candidate has about six minutes to study passage before test begins[2]. He should be able to read accurately. 2a Questions from set lists /I.2b/. 100 set questions arranged into numbered groups, divided equally into Section A and Section B[3]. In the examination candidate randomly selects two groups of questions and answers; all Section A questions from first group and all Section B questions from second group chosen. Examining teacher names each question at a natural pace. As this is a prepared test long pauses should not be necessary. If a candidate cannot answer, teacher should proceed to next question. Prompting or rephrasing of questions is not allowed, although the repetition of one question per candidate is tolerated[2]. 2b EITHER (i) Conversation on prepared topics /I.2b/. Based on two of three books read during the year and selected by centres. In the examination, candidate selects two at random[2]. OR (ii) Conversation on prescribed topics /I.2b/. Candidate prepares three of the eleven prescribed topics[4] and selects one of these at random in the examination[2]. Any form of conversation is acceptable, provided that at least a substantial proportion of it is free and unrehearsed. Conversation should relate to the books or topics but is not expected to conform to any rigid pattern[2]. Conducted by staff at each centre, recorded on tape and marked by Board's examiners.	Listening comprehension: multiple-choice questions in foreign language /II.1e/. Candidate should be able to follow a dialogue or narrative spoken by speakers at a natural speed, and be prepared to answer questions to show that he has understood all the main points. Subject matter will be topical and conversational rather than literary.	Written comprehension: foreign language passage: multiple-choice questions in foreign language /III.2c/. (i) Short multiple-choice questions in French of the vocabulary-in-context type. (ii) Multiple-choice questions in French based on longer narrative passages.	Candidates must answer any two of the following: 1. Translation English to foreign language /IV.1/. One passage (about 150 words) for translation English into French. Either perfect or past historic may be used in contrast with imperfect in narrative portions, but the candidate must be consistent in his use of tense. 2. Composition /IV.3/. Based on series of pictures (about 145 - 150 words[5]). Essay must be written in a past tense, but past historic must be avoided. 3. Composition /IV.3/. Two short essays (not more than 200 words) in response to a stimulus in French taking form of a dialogue, narrative or letter. Three questions are set in French, of which two are to be chosen by candidate. High marks are not awarded for answers confined to the present tense. Answers should be written in continuous prose, and where dialogue is chosen direct speech only is required. Paper I of Syllabus A and Syllabus B are the same.

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[1] Information published: See Source 2 opposite

[2] See Source 2 opposite

[3] List of questions published: See Source 1 opposite

[4] List of topics published: See Source 1 and Section B opposite

[5] See Source 3 opposite

Table 6 University of London French Syllabus 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

Paper 1, Dictation
...to test the candidate's grasp of the orthography and grammatical structure of the language in context by requiring him to relate the language as written to the language as spoken. (Source 1)

Paper 2, part a listening comprehension
...to test the candidate's understanding of spoken French. (Source 1)

Paper 2, part b reading comprehension
...to test the candidate's understanding of written French. He will be expected to understand some of the wider implications of the text or pictures, e.g. character, motive and atmosphere. (Source 1)

Paper 3, part a translation from French
...to test the candidate's understanding of a passage of written French and his ability to render the text accurately into acceptable English. (Source 1)

Paper 3, part b structured composition or translation into French
...to test the candidate's ability to write accurate French within defined limits. (Source 1)

Paper 3, part c free composition
...to test the candidate's capacity to express ideas freely in accurate French on a given subject, using a variety of vocabulary and idiom. (Source 1)

Paper 4, Oral test (all parts)

...to test the candidate's pronunciation and his ability to communicate effectively in the spoken language. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(Specific information has been provided in Source 10 on the linguistic content of the question papers: approximately one page including list of grammatical items in conventional terms.) Knowledge of and ability to use the structures listed...may be tested in any language areas within the normal range of the imaginative or real experience of the average school pupil of fifteen or sixteen...they would obviously include the family, school, life in town and country, transport and travel, shopping,eating and drinking, holidays, sport, unusual professions and occupations. (Source 1)

Paper 2, part a listening comprehension; part b reading comprehension
(Specific information has been provided for both the teacher and the candidate. Source 7 , discusses multiple-choice testing in general with examples for each subject, including French. The appendices include an explanation of item analysis with examples. Source 8 covers multiple-choice testing in French only. The booklet considers the advantages and disadvantages of such tests, their use in French, details of their preparation, statistical analysis with definitions of technical terminology and sample items. Source 9 is for the candidate, designed to introduce him to this type of test.)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information has been provided in Source 2 on each of the papers.)
(See mark allocations opposite)

Paper 1, Dictation
...examiners use a working total of thirty points. A word omitted or incorrectly spelt loses one of these points....Minor errors [such as accents or hyphens] lose half a point. (Source 2)

Paper 2, part a listening comprehension; part b reading comprehension
...marking is entirely positive....(Source 2)

Paper 3, part a translation from French
...forty points...the passage being first divided into short word groups ['boxes']. Each box is assessed for accuracy, e.g. a correct answer may score two points, but one point would be given to a section containing only one error. The more difficult words and phrases, perhaps attainable only by a minority of candidates, are often isolated and awarded a maximum of one point only....a large number of alternative renderings are accepted.... (Source 2)

Paper 3, part b structured composition or translation into French
...each is marked first out of eighty points....(In the structured composition) the first one hundred and forty or so words of the answer are counted off and divided into word groups....Each of the word groups is positively assessed first for accuracy, then "bonus" points are awarded for new and varied vocabulary and expression....(In the translation into French) the...passage is divided into short sections each scoring a fixed number of points. Within each of these boxes a candidate with a correct rendering of the most difficult word or construction receives two points...reduced to one in the case of a minor error or to zero in the case e.g. of a false verb ending or agreement. A candidate receives maximum points for the rest of the box if this is correct, losing one for each error. Many alternative translations are permitted....(failure) to use accents accurately (in both questions) loses half a point per error up to a maximum of two points....a penalty of minus two if a candidate mixes the perfect and past historic or tu and vous....(Source 2)

Paper 3, part c free composition
...marked positively out of sixty points...in a similar way to...(the structured composition)....Different personal interpretations of the pictures are also permitted....(Source 2) (No bonus points for unaltered material taken from rubric or written words in picture series, nor for irrelevant material learnt by heart for any story,) (Source 2)

Paper 4, Oral test, part a reading
...forty (marks) available....awarded on a grid system, which divides the marks into smaller groups according to the kind of impression given by the reader....deductions are not made for specific isolated faults....a very good mark is described as "fluent and meaningful; accent and intonation excellent; full of expression in conversational type of passage; not necessarily fast nor the reading of a native speaker",...a poor mark is described as "poor delivery; full of errors; English sounds; silent endings pronounced". (Source 2)
(Advice is given on what sounds candidates should take special care over.) (Source 2)

D. SOURCES

All published by the University of London, University Entrance and School Examinations Council.

1. GCE Examination. Regulations and syllabuses. June 1979 and January 1980. (Publ. 1977)
2. GCE Examination. Subject Reports. June 1978 examinations. (Publ. 1978)
3. GCE Examination. 'O' Level French oral test. June 1979 examination onwards. September, 1978.
4. GCE Examination. Oral tests in modern languages. June 1979 examination onwards. Appointment of teacher examiners and visiting university examiners. September, 1978.
5. GCE Examination. January 1979. 'O' Level. French 1 and 2. Special instructions for the conduct of Paper 1 and multiple-choice Paper 2. French Instructions 190.
6. GCE Examination. Circular No. 91 February, 1979.
7. GCE Examination. Multiple-choice objective tests. Notes for the guidance of teachers. September, 1975.
8. GCE Examination. French 'O' Level. Teacher's booklet (For the multiple-choice objective test). 1972.
9. GCE Examination. French 'O' Level. Candidate's booklet (For the multiple-choice objective test).
10. GCE. Ordinary Level French syllabus guidelines for teachers. September 1976.

Table 6 University of London Ordinary level: French Three written papers and an oral test

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Paper 4, Oral test, part a reading, part b questions, part c conversation	Paper 2, part a listening comprehension	Paper 2, part b reading comprehension Paper 3, part a translation from French	Paper 1, Dictation Paper 3, part b EITHER structured composition OR translation into French, part c free composition
Time	4 total 10 mins plus preparation time for part a and part b	½ hour	2b ½ hour 3a total 1½ hours	1 ¼ hour 3 total 1½ hours
Marks	a 6%[1] b 3%[1] c 6%[1]	15%[1]	2b 15%[1] 3a 10%[8]	1 10% 3b 20%[8] 3c 15%[8]
Description	4a Reading aloud /I.1/. Passage (about 100 words). 4b Questions on passage read aloud in I.1 /I.2a/. The examiner will ask the candidate to provide a brief continuation or sequel to the content of the reading passage to test the use of the perfect tense. The candidate is expected to use five different verbs in answer to the question put[2,3]. 4c General conversation /I.2/. The candidate is expected to talk with the examiner about everyday subjects of personal interest or which he is likely to encounter on a visit to a French speaking country. The perfect and future tenses are specifically looked for. The conversation should not be looked on as an interrogation. The onus is on the candidate to go on talking[1]. Conducted and marked either by visiting examiners or by teachers appointed to examine candidates in their own schools. Examining teachers must submit a recording of the whole examination of a sample of candidates[4].	Listening comprehension: multiple-choice questions in English /II.1f/. Passage of modern French (about 300 words): narrative, description or conversation, or any combination of these. Passage is read aloud twice at a steady, natural pace[5] then the candidates read and answer the questions. Fifteen minutes[6] after the beginning of the test, the passage is read a third time with the remainder of the time for revision. Candidates may make notes after the first two readings of the passage and during the third reading[7].	2b Written comprehension: foreign language passage plus pictorial element; multiple-choice questions in foreign language /III.4b/. Based on passage of modern French (about 350 words) or picture/picture series or combination of passage and picture on the same theme[7]. 3a Translation foreign language to English /III.1/. Translation of a passage of modern French (about 140 words) into English. The passage consists of narrative, description or conversation or any combination of these.	1 Dictation[5] /IV.4/. 3b EITHER Composition /IV.3/. An outline or description of an incident or dialogue or some other form of written stimulus material in French will be given. The candidate is required to write about 140 words directly related to the material. He may be required, for example, to fill out the details of an outline or recount an incident from a point of view other than that given, or compose a dialogue. OR Translation from English to foreign language /IV.1/. About 140 words. 3c Composition /IV.3/. About 120 words. Two subjects, one of which may be a picture series. Candidates choose one of these. The perfect and past historic are both admissible as the main narrative tense[1].

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1 See Source 2 opposite

2 See Source 3 opposite

3 Specimen provided: See Source 3 opposite

4 See Source 4 opposite

5 See Source 5 opposite

6 See Source 6 opposite

7 Additional information and specimen provided: See Section B and Sources 7, 8 and 9 opposite

Table 7 Northern Ireland General Certificate of Education French Syllabus 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

Written paper, part b, Section A

...to test the candidate's ability to understand the written word and to answer such questions accurately. (Source 1)

Written paper, part b, Section B

...to test the candidate's ability to use and manipulate the language of the passage. (Source 1)

Oral test, part b aural test

...to see how well candidates can understand spoken French. (Source 10)

Oral test, part c reading aloud in the language

...comprehension, as expressed through intelligent phrasing, intonation etc, is regarded as part of the test. (Source 11)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information has been provided. Information has been derived from the sources indicated. Source 4 has been used as it appears to apply to all languages which share a common syllabus. The conversation test, survival areas concern only French, German and Italian. All information with the exception of Source 1 is in the form of a typescript.)

The two parts of the conversation test must be seen as differing in nature and...complementary. The first [the numbered questions] is stereotyped and 'neutral': it requires cool judgement and competence in stating facts of a biographical kind. (Source 4)

The second part of the Conversation test [Survival areas] demands an affective rather than an intellectual approach...the Examiner becomes an ordinary human being again; he is involved often as the servant of the candidate and may or may not be able to meet all the requests that are made to him...the candidate has the initiative and power to ask the questions. (Source 4)

(The Board has provided a chart for examiners showing suggested conversation patterns for use with the suggested questions in Source 5. This is complemented by a one page sheet, Source 6, giving suggestions for the use of the chart.)

The starting point is always PERSONALIA...and may lead in four possible directions to the NUCLEUS TOPICS. (Source 6) (The four topics are: family relationships, the school, home town or village, holidays: Christmas, Easter, summer.) (Source 5) If it is not desired to develop one of the four nuclei as a major topic, the arrows show some of the possible lines of further development into the peripheral topics....(Source 6) (e.g. trades and professions which can be reached from either 'family relationships' or 'the school'; 'at the hairdressers' which can be reached from 'home town or village'.) (Source 5)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information has been provided for the Oral test, parts c and d. Other information is derived from sources indicated. Sources 12 and 13 are included since the syllabus is common to French, German, Italian, Russian and Spanish. The Board states that the views expressed in the Examiners' Report do not necessarily reflect the views of the Board)
(See mark allocations opposite)

Oral test, part c reading aloud in the language

(thirty marks) (Source 11)
(Information runs to half a page and shows the categories of grading.) (Source 11)
The reading passages are intended to be easily comprehended by the candidate and therefore this comprehension, as expressed through intelligent phrasing, intonation etc, is regarded as part of the test. No candidate should be awarded a high mark whose reading does not include these qualities, even if his attack on individual sounds is acceptable...those candidates who have failed to acquire the sound system of the language will also be heavily penalised in spite of "fluency". (Source 11)
(The full range of marks should be used.) (Source 11)

The maximum must be given to a candidate who does as well as can reasonably be expected of a good candidate at this stage. (Source 11)

Oral test, part d free conversation

(eighty marks) (Source 2)
(Information runs to half a page and shows the categories of grading.) (Source 2)
Assessment must take into account the candidate's ability to understand the questions as well as his skill in using the language and a swift response which shows comprehension deserves considerable credit. Low marks must be given to incorrect constructions, agreements, conjugation....examiners must try to use the full scale of marks. (Source 2) Students should be warned that continually giving monosyllabic answers will not gain them top marks even if these answers are correct. (Source 12)
Accuracy and appropriate vocabulary are looked for when judging the candidate's performance.) (Source 13)
In exchange for the previewing of the questions, teacher/examiners are entitled to expect flawless answers. (Source 4)
There should be automatic release of the required reply. (Source 4)

Written paper, part c free composition

...a variety of idioms and sentence structures are rewarded in the marking scheme...(Source 13)
(The following statement was selected from Source 12 because it appears relevant to all languages and to indicate what a candidate should or should not do in the free composition.)
(Candidates should avoid) a tendency to abstract phrases, vocabulary and sometimes whole sentences from other sections of the paper (and) the repetition in various forms and often more than once of the lead-in sentences in (questions). The time...might be better employed in planning the essay, in particular pruning over-long introductions and trying... to answer the question set rather than using anything up to three-quarters of the prescribed word-limit in leading up to it. (Source 12)

D. SOURCES

All published by the Northern Ireland General Certificate of Education Examinations Board unless otherwise stated.

1 Rules and programme 1979. Northern Ireland Schools Examinations Council, 1977.
2 Oral examinations. 'O' level modern languages. Conversation. Form LO/5. IN 'O' level reading and conversation in modern languages. Mark schemes.
3 Conduct of oral tests in modern languages. Ordinary level 1979. LO/1B.
4 French (Ordinary) 1978. (Examiners' Report).
5 'O' level orals. Conversation patterns IN 'O' level reading and conversation in modern languages. Mark schemes.
6 Oral tests in modern languages. Ordinary level. Conversation patterns. Suggestions for use of the chart. Form LO/6. IN 'O' level reading and conversation in modern languages. Mark schemes.
7 German (Ordinary) 1979. Conversation test. Suggested questions and 'Survival areas'.
8 French (Ordinary) 1979. Question 2 (Comprehension and use of language). Specimen questions.
9 General Certificate of Education Examinations. 1978. French (Ordinary). Dictation test no. 1 and 2. Instructions to readers.
10 General Certificate of Education Examinations. 1978. French (Ordinary). Aural. Test Instructions to readers. (Teacher's paper).
11 Oral examinations. 'O' level modern languages. Reading. Form LO/3, IN 'O' level reading and conversation in modern languages. Mark schemes.
12 Spanish (Ordinary) 1978. (Examiners' Report).
13 German (Ordinary) 1978. (Examiners' Report).

Table 7	Northern Ireland Certificate of Education Examinations Board	Ordinary level: French:	**Three** written papers and an oral test	
	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral tests, part c reading aloud in the language; part d free conversation	Oral tests, part b aural test with questions in English to be answered in English	Written paper, part a translation from the language, part b comprehension and use of the language: Section A and Section B	Written paper, part b comprehension and use of the language: Section A and Section B; part c free composition Oral tests, part a dictation
Time	d 10 mins[1]	not indicated	Written paper total 3 hours	Written paper total 3 hours
Marks	d 20%	Oral tests total 40%	a 25% b Section A 7½% b Section B 7½%	b Section A 7½% b Section B 7½% c 20% Oral tests total 40%
Description	c Reading aloud /I.1/. Candidate has two mins to prepare passage. The examiner is free to choose any test from the passages provided, but only one passage should be used in any one session.[2] d Questions from a set list /I.2b/. Candidates have four months to prepare answers to the suggested questions.[3] The test is based on the indications given at the briefing meetings. The suggested questions should be used in such a way as to stimulate the conversation and encourage the candidate to express his ideas in extended form. The examiner should endeavour to introduce a variety of topics beyond those suggested to ensure that preparation has not been restricted to a limited area. Topics involving a specialized vocabulary should be avoided[4]. The examiner is provided with a chart showing suggested conversation patterns[7] for use with the suggested questions and with instructions on how to use the chart.[5] Role-playing /I.3/[5]. This section (survival areas) is part of the free conversation test, part d of the oral test. The two tests are marked as one unit. Candidates will be required to be familiar with each of the situations listed but to conduct a conversation relating to one area alone[6]. Here the candidate has the power and initiative to ask the questions.[3] Visiting teacher/examiners attend a briefing session before the reading and conversation tests. Moderation may include visits by chief oral examiners or their assistants.[2]	Listening comprehension: questions in written English; answers in written English /II.1a/. A passage divided into five paragraphs is read aloud by the teacher. The whole passage is read once, then candidates open their question papers. The passage is read a second time in sections. After each section has been read candidates have three mins to answer the question set on that section. The whole passage is read a third time and candidates have five mins for revision[2].	a Translation foreign language to English /III.1/. Two passages (about 170 words each). b Written comprehension: questions written in foreign language; answers written in foreign language[7] /III.2b/. Passage (350-400 words) to test comprehension and use of the language. A. Questions set in French to be answered in French. B. Questions designed to test ability to use and manipulate the language of the passage. See IV WRITING	b Written comprehension: questions written in foreign language; answers written in foreign language[7] /IV.2/. Passage (350-400 words) to test comprehension and use of the language. A Questions set in French to be answered in French. B Questions designed to test ability to use and manipulate the language of the passage. SEE III READING. c Composition /IV.3/. About 120-150 words. Choice of subjects, including outline narrative. Dictation[8] /IV.4/.

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[1] See Source 2 opposite

[2] See Source 3 opposite

[3] See Source 4 opposite

[4] See Source 5 and Section B opposite

[5] See Source 6 and Section B opposite

[6] See Source 7 and Section B opposite

[7] Specimen provided. See Source 8 opposite

[8] Instructions published. See Source 9 opposite.

Table 8 Oxford and Cambridge Schools Examination Board French Syllabus 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No information provided)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information provided, but the following information has been derived from the sources indicated.)

Oral examination, conversation, topics and general

The whole concern of the conversation tests is communication and practical use of the language. (Source 2)

Oral examination, conversation topics

(List of ten topics published in Source 1, e.g. En voyage.) The object of the conversation of 'topics' is to make it easier for the candidate at the beginning of the test to understand and answer questions with some degree of confidence. (Source 2)

Oral examination, conversation general

...the questions asked by the examiner should be such as the candidate could answer immediately and without much pause for reflection if they were put to him in English. (Source 2)

(Seven questions, e.g. Quelle heure est-il (à votre montre)? are suggested as the sort of questions that can reasonably be asked....)(Source 2)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information on marking principles and scoring has been published in Source 2 for the oral examination only. The document runs to four pages. Other information has been derived from the sources indicated:)

(See mark allocations opposite)

Paper 1. part 1 comprehension passage with questions and answers in French

(Answers should be relevant and concise. Past historic must not be used. Answers beginning parce que or pour are accepted. Answers copied directly from the test will not gain full marks.) (Source 5)

Oral examination, reading aloud

In assessing a candidate particular attention should be paid to: (1) vowels..., consonants ..., nasalized vowels; liaisons. (2) rhythm, syllabification...,tonic stress..., phrasing and word groups (3) correct intonation, the last and most elusive of attainments for the linguistic student to acquire should be well rewarded. A candidate who pronounces the words accurately and tries to bring out the meaning of the passage should be given a good mark. (Source 2)

(Scale 0 - 15, five categories of grading.) (Source 2)

Oral examination, conversation, topics and general

It is not intended to impose a purely objective or mechanistic method in assessing an activity which depends a great deal on subjective values or factors, but in order to render the subjective assessment more reliable and efficient it is suggested that credit should be given for the following qualities: intelligibility and relevance, fluency and reasonable speed, pronunciation and accent, range of vocabulary and idiom, control of sentence structure and grammatical accuracy, subject matter..., originality. (Source 2)

The five marks at the end of the conversation test should be for a final impression of the candidate's quickness in understanding the spoken work and reasonable promptness in reply. (Source 2)

(Scale 0 - 15 for each test, five categories of grading.) (Source 2)

D. SOURCES

1 Regulations for Certificate Examinations for the year 1979.

2 Ordinary level French. Summer/Autumn 19...Oral test. External/Internal examiners. 458 (F/E)

3 General Certificate Examination. Ordinary level. H 169. French. Story for question 1 of Paper 3. For the supervisor only. July 1978.

4 General Certificate Examination. Ordinary level. H 168. French. Paper 3. Story and composition. July 1978.

5 General Certificate Examination. Ordinary level. H 166. French. Paper I. Comprehension and unprepared translation. July 1978.

6 General Certificate Examination. Ordinary level. H 167. French. Paper 2. Dictation. For the supervisor only. July 1978.

Table 8

Oxford and Cambridge Schools Examination Board

Ordinary level : French

Three written papers and an oral examination

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral test, part a reading passage in the foreign language, part b discussion of up to four of the selected topics, part c general conversation	Paper 3, Story and composition, part I reproduction of story in foreign language	Paper 1, Comprehension and unprepared translation, part 1 comprehension passage with questions and answers in French, part 2 unprepared passage for translation into English	Paper 1, Comprehension and unprepared translation, part 1 comprehension passage with questions and answers in French Paper 2, Dictation Paper 3, Story and composition. EITHER part 2 composition based on a picture series OR part 3 passage for translation into the foreign language
Time	10 - 12 mins[1]	3 total 2 hours plus reading time for part I[5]	1 total 1¼ hours	1 total 1¼ hours 2 30 mins 3 total 2 hours plus reading time for part 1[5]
Marks	a approx 6%[2] b approx 6%[2] c approx 6%[2]	approx 19%[6]	1.1 approx 19%[9] 1.2 approx 19%[9]	1 comprehension approx 19%[9] 2 approx 7%[11] 3 composition/translation approx 19%[12]
Description	a Reading aloud[3] /I.1/. Examiner selects one of the passages at random. Candidate is given time to prepare passage. b Conversation on prescribed topics[3] /I.2b/. List of topics prescribed[4]. Candidates should be ready to converse with the examiner on any four of the topics given in the syllabus but they should not be allowed to reel off material which appears to have been learnt by heart. Examiners will be free to ask questions on them as they wish. c General conversation[3] /I.2/. Questions asked by the examiner should be such as the candidate could answer immediately and without much pause for reflection, if they were put to him in English. Questions evoking yes or no replies should be avoided and the examiner should follow up answers given and seize on the slightest opportunity offered by the candidate to ask questions on something which he appears to be interested in and for which he seems likely to have a ready answer. Schools may choose between the following methods: EITHER test is conducted and marked by candidate's teachers. Schools record tests of five candidates on tape.[1] Marks and tapes are sent to the Board. OR test is conducted by an external examiner who records the tests of five candidates.	Listening comprehension: reproduction in foreign language with aid of story outline[7] /II.3b/. Candidates read outline of narrative printed on quesiton paper, then teacher reads narrative aloud twice, first at ordinary rate, then somewhat more slowly. No notes are to be taken during either reading, but candidates have outline before them whilst passage is read, and when they write their composition which should be 150 - 160 words in the past tense[8].	1.1 Written comprehension: questions written in foreign language; answers written in foreign language[10] /III.2b/. Answers should be relevant and concise Past historic must not be used. Answers beginning 'parce que' or 'pour' are accepted. Answers copied directly from text will not gain full marks. See IV WRITING. OR Written comprehension: foreign language passage: multiple-choice questions in foreign languages /III.2c/. 1.2 Translation foreign language to English /III.1/. One passage colloquial or semi-colloquial.	1.1 Written comprehension : questions written in foreign language; answers written in foreign language[10] /IV.2/. Answers should be relevant and concise. Past historic must not be used. Answers beginning 'parce que' or 'pour' are accepted. Answers copied direct from the text will not gain full marks. See III READING. 2 Dictation[13] /IV.4/. 3 EITHER composition[14] /IV.3/. Candidates are required to write about 150 words based on a picture series in past tense, although other tenses may be used, e.g. for dialogue. OR translation from English to foreign language /IV.1/. One passage.

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[1] See Source 2 opposite

[2] Mark allocations published: See Source 2 opposite

[3] No information in Source 1: Instructions and information published: See Source 2 opposite

[4] List published: See Source 1 and Section B opposite

[5] See Source 3 opposite

[6] Mark allocations publised: See Sources 3 and 4 opposite

[7] No information in Source 1: See Source 3 opposite

[8] See Source 4 opposite

[9] Mark allocations published: See Source 5 opposite

[10] No information published in Source 1: See Source 5 opposite

[11] Mark allocations published: See Source 6 opposite

[12] Mark allocations published: See Source 4 opposite

[13] Instructions published: See Source 6 opposite

[14] No information in Source 1: See Source 4 opposite

Table 9 Oxford Delegacy of Local Examinations French Syllabus 0 20 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No information published.)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(Board has published a list of grammar and structures in conventional terms which runs to under one page in Source 1. The list) defines the minimum which candidates should have studied for Ordinary Level. (and includes) only those elements of the language which a candidate needs to use actively, i.e. when writing or speaking French. It does not purport to be an exhaustive list and does not include elements required to be recognized but not used....(Source 1)

(No specific information has been published on individual papers, but the following information has been derived from the source indicated:)

Oral examination, conversation test

...an Ordinary Level candidate should be capable of attempting to continue a conversation on topics which lie within his experience, e.g. school, home, holidays and school excursions abroad....(Source 2)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(See mark allocations opposite)

(Board has published a nine page leaflet (Source 4) on marking procedures in French 0 20, German 0 21, Spanish 0 22, Italian 0 23, Russian 0 24 for the written papers. The French section runs to one and a half pages. Each paper is dealt with separately and details of the marking scheme (positive or negative), scoring and marking principles are given, sometimes with examples to amplify a statement. The amount of detail on these items varies from paper to paper, from a few lines to several short paragraphs. In papers with a negative marking scheme, the Board gives details of the various categories of error, i.e. major or minor, with examples in the foreign language and details of the penalties incurred for such errors.

The marking scheme for the oral examination for the syllabuses listed above is covered separately in Source 2.)

Oral examination, reading test

(Negative marking scheme. From fifteen marks, one mark is deducted) ...for any error which makes a word incomprehensible in the context, and -½ for other errors....Errors which are truly identical...should be penalized the first time only. Immediate and spontaneous corrections by the candidate are to be accepted....(Source 2)

Up to two positive marks may be added if the candidate shows qualities of intonation, expression and fluency which warrant some recognition....(Source 2)

Oral examination, conversation test

(Positive marking scheme. Assessment) must take into account the candidate's ability to understand the questions, as well as his skill in using the language, and a swift response which shows complete comprehension deserves considerable credit....(Source 2)

D. SOURCES

All published by Oxford Delegacy of Local Examinations

1 General Certificate of Education 1979. Regulations and syllabuses.

2 General Certificate of Education 1978. Ordinary level. Oral examinations in modern languages. Syllabuses 0 20, 0 21, 0 22, 0 23, 0 24. Confidential instructions for the conduct of reading and conversation tests. ML3/S 1978.

3 General Certificate of Education. Ordinary level. Summer examination 1978. French 0 20 Paper IV (Aural compr. C.I.)

4 Information on marking modern languages at Ordinary level. January 1978.

5 General Certificate of Education. Ordinary level. Summer examination 1978. French 0 20 Paper II.

6 General Certificate of Education. Ordinary level. Summer examination 1978. French 0 20 Paper I.

7 General Certificate of Education. Ordinary level. Summer examination 1978. French 0 20 Paper III (C.I.).

Table 9 Oxford Delegacy of Local Examinations Ordinary level : French : 020 Four written papers and an oral examination

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral examination, reading and conversation tests	Paper IV, Aural comprehension*	Paper II, Unseen translation and written comprehension	Paper I, Free composition Paper III, Dictation Paper IV, Prose composition*
Time	Reading about 5 mins Conversation about 5 mins[1]	50 mins	1½ hours	I 50 mins III 30 mins IV 50 mins
Marks	Reading approx. 6% Conversation approx. 6%	23%	II 1a approx. 15% II 1b approx. 15% II 2 approx. 8%	I approx. 15% III approx. 12% IV 23%
Description	Reading aloud[3] /I.1/. Two passages available which teacher may alternate as he wishes. Candidate is given adequate preparation time. General conversation[3] /I.2/. Test should take the form of normal, natural conversation Teachers should design and guide conversation so that candidate is obliged to be articulate and to express his ideas in extended form. Use of pictures or a simple series of questions may be needed as an introduction. Examination is conducted by candidates' teachers who record assessment of each candidate's ability in oral work only as shown in the course of preparation for the examination, and marks for reading and conversation[1].	Listening comprehension: questions given orally in foreign language; answers written in foreign language[4] /II.1d/. Usually ten questions, answers beginning 'parce que' are accepted[5]. Passage is read once at normal speed, then one minute is allowed for note taking. Passage is in three sections, and each is dealt with separately. The first section is repeated, then questions are read out, but they may not be written down and note taking is not permitted during the reading. Each question is then read on its own, and candidate has two minutes to write answer to each question, which is repeated once during the two minutes. Second and third sections are dealt with in same way. Whole passage and all the questions are read again with five minutes for revision. During this final reading candidates may correct work as passage is read. Test is conducted by teacher. *See IV WRITING. This test is an alternative to prose composition.	1 Translation foreign language to English /III.1/. Two passages for translation from French into English[7]. 2 Written comprehension: questions written in English; answers written in English[8] /III.2a/.	I Composition[9] /IV.3/. About 150 words. III Dictation[10] /IV.4/. IV Translation English to foreign language /IV.1/. One passage for translation from English into French[5]. *See II AURAL. This test is an alternative to aural comprehension.

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1. See Source 2 opposite
2. Information on mark allocations published: See Source 2 opposite
3. See Source 2 and Section B opposite: No information in Source 1
4. See Source 3 opposite: No information in Source 1
5. See Source 4 opposite
6. Information on mark allocations published: See Source 4 opposite
7. See Sources 4 and 5 opposite: No information in Source 1
8. See Source 5 opposite: No information in Source 1
9. See Source 6 opposite: No information on type of composition in Source 1
10. Instructions published: See Source 7 opposite

Table 10 Oxford Delegacy of Local Examinations French Syllabus O 120 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(With the exception of the following papers, no information has been published.)

Paper IV, Listening comprehension

(to test)...understanding of short dialogues, monologues and longer sequences....(Source 1)

Paper V, Reading comprehension

(to test)...understanding of short statements and longer passages. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(Board has published a list of grammar and structures in conventional terms which runs to under one page in Source 1. The list) defines the minimum which candidates should have studied for Ordinary Level, (and includes) only those elements of the language which a candidate needs to use actively, i.e. when writing or speaking French. It does not purport to be an exhaustive list and does not include elements required to be recognized but not used....(Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(See mark allocations opposite)

(The Board has published a nine page leaflet (Source 8) on marking procedures in French O 20, German O 21, Spanish O 22, Italian O 23, Russian O 24 for the written papers. This publication also covers French O 120 with modifications. These modifications are given in Source 9. See French O 20. Papers IV and V in Syllabus O 120 are marked by computer out of 30 and scaled also by computer to 40.)

(Specific information on marking procedures has been published for the oral examination only in the Alternative Syllabuses, French O 120, German O 121, Spanish O 122 (Source 2). Information on scoring has been derived from the sources indicated.)

Paper I	Max. 50 (Source 3)
Paper II	Max. 30 (Source 5)
Paper III	Max. 10 (Source 4)
Paper IV	Max. 40 scaled from 30. One mark awarded for each correct answer.(Source 6)
Paper V	Max. 40 scaled from 30. One mark awarded for each correct answer.(Source 7)

Reading test

Maximum ten marks....pronunciation is assessable separately from intonation, phrasing and fluency....(five marks are for pronunciation and five for fluency and evidence of comprehension, i.e. intonation and phrasing.)(Source 2)

Conversation test, set questions

(Five marks per picture)....Examining teacher may safely disregard pronunciation, while concentrating upon speed of response, fluency and grammatical accuracy. Complete sentences are not always necessary in the answers, but high marks cannot be given for a succession of one or two word answers. Full marks should be awarded only to answers which are relevant, reasonably full, grammatically accurate and fluent. Speed of response should also be taken into account....(Source 2)

Conversation test, general questions

(Five marks per picture. Same points of guidance as above)...fluency, grammatical accuracy and relevance of response to the actual question asked must all be taken into account.(Source 2)

D. SOURCES

All published by Oxford Delegacy of Local Examinations

1 General Certificate of Education 1979. Regulations and syllabuses.

2 General Certificate of Education 1978. Ordinary level. Oral examinations in modern languages. Alternative syllabuses in French O 120, German O 121 and Spanish O 122. Confidential instructions for the conduct of reading and conversation tests. ML3/S (Alternative syllabus) 1978.

3 General Certificate of Education. Ordinary level. Summer examination 1978. French (Alternative syllabus) O 120 Paper I.

4 General Certificate of Education. Ordinary level. Summer examination 1978. French (Alternative syllabus) O 120 Paper III (C.I.).

5 General Certificate of Education. Ordinary level. Summer examination 1978. French (Alternative syllabus) O 120 Paper II.

6 General Certificate of Education. Ordinary level. Summer examination 1978. French (Alternative syllabus) O 120 Paper IV.

7 General Certificate of Education. Ordinary level. Summer examination 1978. French (Alternative syllabus) O 120 Paper V.

8 Information on marking modern languages at Ordinary Level. January 1978.

9 French O120 (Supplementary to Source 8 above).

Table 10 Oxford Delegacy of Local Examinations Ordinary level: French 0 120 Five written papers and an oral examination

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral examination[1], reading test; conversation test (set questions and general questions and conversation)	Paper IV, Listening comprehension	Paper II, Unseen translation Paper V, Reading comprehension	Paper I, Free composition Paper III, Dictation
Time	About 10 mins	30 mins	II 35 mins V 40 mins	I 1½ hours III 30 mins
Number of marks	15%	20%	II 15% V 20%	I 25% III 5%
Description	Reading aloud[2] /I.1/. One passage only. Candidate is given preparation time before the test begins. Questions on a single picture[2] /I.2c/. Eight pictures are provided, teacher selects two of these randomly for each candidate. All the pictures should be used. Candidate is shown each picture and teacher asks the set questions without allowing him time to study it. Questions may be repeated once only but not rephrased. General conversation[2] /I.2/. Based on each picture. Not intended that every question indicated in the instructions should be put to each candidate. Idea is to develop as far as possible a conversation on fairly general lines within the subject matter suggested by the pictures and their associated topics. Questions may be rephrased if necessary. Three minutes should be sufficient in this part to make an adequate assessment. Conducted by candidates' teachers who tape record each test for moderation as well as marking it[3].	Listening comprehension: multiple-choice questions on foreign language /II.1e/. Based on short dialogues, monologues and longer sequences all recorded on tape.	II Translation foreign language to English /III.1/. One passage to be translated from French into English. V Written comprehension: foreign language passage: multiple-choice questions in foreign language /III.2c/. Questions testing understanding of short statements and longer passages.	I Composition /IV.3/. Two compositions: one based on a short subject outline (about 150 words[4]) and the other based on a picture series (about 110 - 130 words in past tenses[5]) III Dictation[6] /IV.4/.

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1. See Source 2 opposite: Source 1 does not give any information about the oral examination except that it contains an element of structuring

2. See Source 2 opposite: No information in Source 1

3. Instructions published: See Source 2 opposite

4. See Source 3 opposite: Source 1 does not give any information on the number of words

5. See Source 3 opposite: Source 1 does not give any information on the number of words or use of tenses

6. Instructions published: See Source 4 opposite

Table 11 Scottish Certificate of Education French Syllabus (Traditional) Ordinary grade
Examination Board

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No specific information provided. Information is derived from the sources indicated:)

Paper II, Language practice

...to test the candidate's ability to use the foreign language in certain prescribed circumstances. (Source 4)

Oral proficiency assessment, questions on the oral reading text

The purpose of the questions should be the testing of the candidate's ability to manipulate the structures, vocabulary, tenses and idioms which occur in the text. (Source 4)

Oral proficiency test, general conversation on a topic

...to give the candidates an opportunity to express themselves freely with a minimum of prompting. (Source 3)
...to give the candidate an opportunity to express himself as freely as he can and to test his ability to talk with ease and spontaneity. (Source 2)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information provided. Information is derived from the sources indicated:)

Paper II, Language practice

...some (questions) will require factual answers about the content of the passage; others will test knowledge and use of vocabulary, manipulation of verbs and of common grammatical constructions, and the like. (Source 1)

Background knowledge

There will be no separate test...but common facts about the foreign country may be introduced. (Source 1) (List of seven topics which candidates are expected to be acquainted with, e.g. main physical features.) (Source 1)

Oral proficiency test, general conversation on a topic

(Source 4) (Four specimen topics provided: Les vacances, L'école, Les sports, La région où vous habitez.) (Source 3)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(The Board has published specific information (Source 4) for all modern languages (Traditional) relating to setting and marking procedures for each paper and the oral proficiency assessment, in the form of a twenty-three page booklet which uses FRENCH as the example. Examples of the application of these schemes are given, including tabular presentations of acceptable and unacceptable renderings for the translation into English, aural comprehension and language practice tests. Assessment of oral proficiency is covered in greater depth in Source 6. Other information has been derived from the sources indicated:)
(See mark allocations opposite)
(The following information has been summarized from Sources 4 and 6, but where possible, extracts are quoted from the relevant texts. Summarized information is in brackets.)

Paper I, part a listening comprehension

(One mark for each essential item of information. Answers need not be in the form of complete sentences, although completeness and conciseness is expected for a good answer. Information added gratuitously incurs the loss of one mark, if ridiculous or contradictory to what has gone before. Provided that the information required by one question and supplied in answer to another is correct and appropriate, credit is given. Weak or faulty English should be penalised.) (Source 4) (Section runs to one and a half pages and includes specimen.)

Paper I, part b reading comprehension

(As for Paper I, part a, EXCEPT for first sentence.)
The cursory translation of part of the passage in answer to a question must be evaluated and marks for items of information given. (Source 4) (Section runs to quarter of a page.)

Paper I, part b translation into English

(Divided into forty units, varying in length and difficulty, each worth ONE mark. This is lost if unit is omitted or contains any error. Weak or faulty English should be penalised. If passage is written in or includes historic present, candidates may render verbs by the present or past tense. Only first two inconsistencies are penalised.) (Source 4) (Section runs to three pages and includes specimen.)

Paper II, Language practice

(Questions cannot be answered by direct quotation from the text; some manipulation is involved. Any answer that is correct or answers the question satisfactorily and clearly should be awarded full marks. Where an element of interpretation is involved and is wrong, no marks can be given. Provided that irrelevant information is grammatically correct, it should be ignored. One mark is deducted for each error in language, but repeated errors are not penalised. Half a mark (maximum ten half marks) is deducted for a mistake in accent, hyphen or apostrophe, minor spelling error.) (Source 4)
...candidates should be encouraged to express themselves as economically and succinctly as possible. (Source 4) (Section runs to three pages and includes specimen).
...clarity of expression and correctness (is sought in answers). Where a question is to be answered in a sentence, a finite verb should be used; a subordinate clause of reason will be accepted as a sentence...answers to such questions in a word or phrase will not receive full marks. (Source 1)

Paper II, Written composition

(Four basic requirements are relevance, accuracy, vocabulary and idiomatic use of language, but candidates should attempt to write) a well-rounded / lively / imaginative / interesting essay....showing width of vocabulary and ease of expression...some use of dialogue, humour, depiction of character, or an original or telling phrase which shows acuteness of the candidate's observation. (Source 4) (Section runs to five and a half pages, including examples of six essays in FRENCH with details of mark scored and remarks.)

Oral proficiency, assessment (See footnote 3 opposite)

Oral proficiency assessment, oral reading

(Marks are awarded by general impression with particular attention to pronunciation of individual sounds, intonation and fluency.) (Source 6)

Oral proficiency assessment, questions on the oral reading text

(Three marks per question. One mark is deducted for a major error and half a mark for other errors or where repetition and rephrasing of a question is required. Main emphasis is on relevance, comprehensibility and grammatical accuracy.) (Source 6)

Oral proficiency assessment, general conversation on a topic

...main qualities looked for are fluency, range of vocabulary and construction and ability to speak at some length with a minimum of prompting. (Source 6)

D. SOURCES

All published by the Scottish Certificate of Education Examination Board.

1 Conditions and arrangements 1979. Scottish Certificate of Education Examination Board, 1977.

2 Scottish Certificate of Education 1979 examination. Taped tests of oral proficiency in modern languages. Ordinary (Trad) and Higher grades. Instructions to teachers. (Not generally available. Issued only to selected centres.

3 Oral proficiency test. Teachers' estimates. French Ordinary grade. 10/72/1000.

4 Guidance for teachers on the setting and marking of school examinations. Modern languages. Scottish Certificate of Education Examination Board, 1971.

5 Scottish Certificate of Education and Certificate of Sixth Year Studies. 1978 examination. Handbook of instructions for invigilators. April 1978. (Not generally available.)

6 Scottish Certificate of Education Ordinary (Trad) and Higher grades. Modern languages. Assessment of oral proficiency. 2/79/180.

Table II

Scottish Certificate of Education Examination Board

Ordinary grade: French (Traditional)

Two written papers and an assessment of oral proficiency

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral proficiency test[1,2], part i oral reading, part ii questions on the oral reading text, part iii general conversation on a topic (For sample group only. See below.) Oral proficiency assessment[3] (All candidates. See below.)	Paper I, part a listening comprehension	Paper I, part b reading comprehension, translation into English Paper II, Language practice	Paper II, Language practice Paper II, Written composition
Time	About 10 mins including 2 mins preparation time for i	15 mins for each passage	Ib 1½ hours II total 1½ hours	II total 1½ hours
Number of marks	i 4% ii 8% iii 8%	12%	I reading comprehension 16% I translation 16% II 16%	II language practice 16% II written composition 20%
Description	Oral proficiency test i Reading aloud[2] /I.1/. Several passages provided to be used in rotation, then at examiner's/teacher's discretion. Candidate should be told to ask the meaning of any unfamiliar keyword before he prepares test. ii Questions on passage read aloud in /I.1/[2] /I.2a/. Five set questions. Candidates should not be allowed to refer to text. Each question should be asked once only, but may be repeated if answered inappropriately or no answer is given. If there is still no response, examiner/teacher should pass to next one. Questions should not be rephrased. iii Questions from a set list[4] /I.2b/. Topics may be varied with different candidates. One should be chosen and introduced in the foreign language, using questions provided. Examiner/teacher should feel free to develop conversation according to candidate's interests and responses, prompting him if necessary. If the first topic is unfruitful, a second may be broached. Candidate should be encouraged to talk freely. Oral proficiency assessment Reading aloud[5] /I.1/. Questions on passage read aloud in /I.1/[5] /I.2a/. Simple questions should be asked based directly and indirectly on text. General conversation[5] /I.2/. Candidate should be given opportunity to talk freely on matters of personal or general interest.	Listening comprehension: questions in written English; answers in written English[6] /II.1a/. Two passages of continuous prose. Candidates complete answers to first passage, before listening to second. Passage is read twice by the teacher with two minutes between the readings, during which the candidates are allowed to study questions for the passage concerned. Notes may be made at any time during the test. Answers need not be in complete sentences.	Ib Written comprehension: questions written in English; answers written in English /III.2a/. Passage of continuous prose. Ib Translation foreign language to English /III.1/. One passage. Candidates will be expected to show accurate understanding of the meaning of the passage by expressing it in clear and acceptable English. II Written comprehension: questions written in foreign language; answers written in foreign language /III.2b/. Short and relatively simple passage. Questions will be such as might be used in class for language practice[7]. SEE IV WRITING.	Written comprehension: questions written in foreign language; answers written in foreign language /IV.2/. Short and relatively simple passage. Questions will be such as might be used in class for language practice[7]. SEE III READING. Composition[8] /IV.3/. 150 - 200 words requiring expansion of a short summary, telling of a story based on a picture series, or writing of a letter. Choice of two subjects each year.

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1 Oral proficiency test applies only to the sample selected by the Board to be tested. Visiting examiners or teachers conduct tests using materials provided by Board; teacher-conducted tests are recorded and externally marked. See Sources 1 and 2 opposite

2 Information published: See Source 2 opposite: Specimen test published: See Source 3 opposite

3 Presenting authorities are required to give a numerical mark for oral proficiency (which amounts to fifty) for all candidates, based on their normal performance in the activities described above: See Source 1 opposite

4 Information published: See Source 2 opposite: Specimen test published: See Source 3 and Section B opposite

5 Information published: See Source 4 and Section C opposite

6 In addition to information in Source 1, Board has published specific information for invigilators in the listening comprehension test: See Source 5 opposite. See also Section C opposite

7 See Section B and C opposite

8 See Source 4 and Section C opposite: Specimens provided

Table 12 Scottish Certificate of Education French Syllabus (Alternative) 'O' grade

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No specific information provided. The following information is derived from the sources indicated.)

Section II, Questions in the foreign language

...to test the candidate's ability to understand the language spoken at a reasonable speed and to answer promptly and accurately within the limits set by the questions. (Source 1)

Section III, Oral composition

...to test the candidate's ability to tell a simple story in the foreign language. (Source 1)

Section VI, Written composition

...to test the candidate's ability to express simple ideas and feelings in the foreign language with reasonable accuracy. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information provided but the following information has been derived from the sources indicated.) (See Section C below)

Prescribed topics for the examination

In dealing with the...topics candidates will be expected to be able to use only simple, every-day vocabulary and idiom. (Source 1) (Fifteen major topic areas are listed,some with closely allied subject areas,e.g. school ;cinema and theatre.) (Source 1)

Background knowledge

There will be no separate test of background knowledge, but common facts about the country may be introduced. (Source 1) (Seven major topic areas are listed, some with closely allied subject areas, e.g. well-known buildings, streets and other prominent features in the chief cities.) (Source 1)

Section I, Oral reading

Passages...should be straightforward, easily comprehensible and of an appropriate standard. Individual words which may provide excessive difficulties of pronunciation should be avoided. Inclusion of direct speech will more effectively test intonation, but pure dialogue form is of course unacceptable. (Source 2)

Section II, Questions in the foreign language

Questions set should be uncomplicated, readily comprehensible and reasonably brief....An attempt should be made to test a reasonable range of verb forms and tenses. (Source 2)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(The Board has published specific information (Source 4) for all modern languages in the Traditional syllabuses relating to the setting and marking procedures for each paper.) Much of this information applies equally to the Alternative examinations although this is not specifically stated in the text. (Source 2) (Source 2 which runs to four pages of typescript gives detailed information about the setting and marking procedures for each test, and is referred to here unless otherwise stated.)

Section I, Oral reading

Candidates will be expected to read with understanding and fluency. They will also be required to read with correct pronunciation and appropriate intonation. (Source 1) (See also Source 4 for relevant information on criteria and marking.)

Section II, Questions in the foreign language

i. Since the ability to understand the language spoken at a reasonable speed and the ability to answer promptly and accurately are both being tested, a mark should be awarded for the former as well as for the latter. As answering is a productive manifestation of the language...it carries a greater weighting than understanding...; ii. Each of the ten questions carries two marks; iii. Full marks...for minimum correct, relevant answers which can be a) a sentence...; b) a subordinate clause of reason. Half mark per question... for clear evidence of understanding of the question, whether or not the answer is grammatically accurate. One and a half marks...for the grammatical accuracy and comprehensibility of a fluent answer; iv. Every grammatical mistake...and every part which is not comprehensible should be penalised with the deduction of half a mark, up to a maximum of one and a half marks; v. No marks...a) if an answer is not comprehensible, b) if an answer shows total misunderstanding of or is totally irrelevant to the question asked, even if the answer is grammatically correct; vi. Answers that do not contain the stated minimum requirement should lose half a mark every time this occurs, up to a maximum of five marks, even if otherwise correct and relevant, appropriate and comprehensible..; vii. Weaknesses in pronunciation should not be penalised unless they lead to difficulties of understanding; viii. No penalty should be exacted for errors contained in those parts of answers that exceed the minimum required. (Source 2) (Examples of marked answers based on questions in the 1977 FRENCH paper are given showing the mark awarded for unacceptable answers and explaining the deductions made.) (Source 2)

Section III, Oral composition

... no deduction should be made for appropriate use of present tenses throughout....allowance must be made for the limited-time factor and lack of opportunity afforded candidates for reflection and revision....a candidate who speaks fluently and tells the story well in other respects should not be penalised for failure to round the story off satisfactorily.... Candidates' compositions are assessed...on an overall impression mark....Omission of sizeable sections...would bring the impression mark down by a pegged mark or more....A candidate whose narrative is minimal or sketchy and whose delivery throughout is slow and hesitant with long gaps resulting in failure to reach the end of the story should be subject to the additional penalty on the impression mark....Mistakes of pronunciation and intonation...should not be specifically penalised unless comprehension is impeded. (Source 2) The qualities looked for are relevance, comprehensibility, an adequate knowledge of basic vocabulary and constructions, fluency and a reasonable degree of accuracy. (Source 1)
(Forty marks with seven categories of grading.) (Source 2)

Section IV, Listening comprehension

(The principles outlined in the Traditional syllabus apply.) (Source 2) (Refer to Source 4 and Table 11)

Section V reading comprehension

(The principles oultined in the Traditional Syllabus apply.) (Source 2) (Refer to Source 4 and Table 11)

Section VI Written composition

The same basic requirements of relevance, accuracy, vocabulary and idiomatic use of language apply as to assessment of Traditional written compositon...with...provisos....(Source 2) (Refer to Source 4 and Table 11)
Candidates' compositions are assessed by the Board's examiners on an overall impression mark. (Source 2) (Twenty marks with seven categories of grading.) (Source 2)

D. SOURCES

All published by the Scottish Certificate of Education Examination Board

1 Scottish Certificate of Education Examination. Conditions and arrangements 1979.

2 Modern languages (Alternative) on the Ordinary grade. Supplement to the booklet "Guidance for teachers on the setting and marking of school examinations: Modern languages".

3 Alternative Ordinary grade examinations in modern languages. Instructions to nominated teachers. 1978.

4 Guidance for teachers on the setting and marking of school examinations. Modern languages. 1971.

Table 12 Scottish Certificate of Education Ordinary level : French (Alternative)

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral sections, Section I oral reading, Section II questions in the foreign language, Section III oral composition[1]	Section IV Listening comprehension[2]	Section V Reading comprehension	Section VI Written composition[5]
Time	Oral section approx. 15 mins comprising: I 2 mins plus 2 mins preparation time II approximately 5 - 6 mins[2] III 3 mins plus 4 mins preparation time	30 mins (15 mins per passage)	1 hour	45 mins
Marks	I approx. 7% II approx. 13% III approx. 27%	approx. 13%	approx. 27%	approx. 13%
Description	I Reading aloud /I.1/. Candidates have two minutes to prepare the passage and two minutes to record their reading of the passage[3]. II Questions on a specified topic /I.2b/. Ten questions recorded on tape by native speakers based on a general topic drawn from the list of prescribed topics[4]. The topic is announced in English and the foreign language at the beginning of the test. There will be a short pause for candidates to consider the topic before the speakers begin to ask the questions. Each question will be asked twice followed by a pause of approximately ten seconds during which the candidates record their answers. Candidates should answer in a sentence and the verb tense should be appropriate to the question set[2,3]. III Narrative based on a series of pictures /I.2d/. Based on four to six pictures. Candidates have four minutes to prepare their composition and three minutes to record it. Brief notes may be made during the preparation time. Candidates may use any appropriate tense. The examination of each candidate is recorded on tape. The tapes are sent to the Board for marking[2].	Listening comprehension: questions in written English; answers in written English /II.1a/. Based on two passages, including one dialogue, recorded by native speakers. Each passage is dealt with separately. The passages are played twice with an interval of two minutes between the playings, during which candidates have an opportunity to study the questions set on that passage. Notes may be made at any time during the test. Answers need not be in complete sentences.	Written comprehension: questions written in English, answers written in English /III.2a/. Continuous passage of modern prose. The chief emphasis is on understanding the salient points in the passage.	Composition /IV.3/. Letter (100 - 130 words).

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1 Additional information and instructions published: See Sources 2 and 3 opposite.

2 See Source 3 opposite

3 See Source 2 and Section B opposite

4 List published: See Source 1 and Section B opposite

Table 13 Southern Universities Joint Board French Syllabus 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No information provided)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No information provided)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(No information provided. Heads of each school may submit an estimate of the merits of the candidates in each subject they offer for the examination and such estimate shall be taken into account by the Board.) (Source 1)

(See mark allocations opposite)

D. SOURCES

All published by the Southern Universities Joint Board for School Examinations.

1 General Certificate of Education 1979. Regulations and Syllabuses.

2 General Certificate of Education. Ordinary level. French I A. Teacher's paper. June 1978. Instructions to teachers who are to read the French story to their candidates 12/T.

3 General Certificate of Education. Ordinary level. French I A and I B. Paper I A Aural reproduction. June 1978 12/I A and I B.

4 General Certificate of Education. Ordinary level. French II. June 1978 12/2.

Table 13	Southern Universities Joint Board	Ordinary level : French	Three written papers and an oral examination	
	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral examination, part ii reading aloud, conversation	*Paper I, part A aural reproduction	Paper II, part i translation from French into English	Oral examination, part i dictation *Paper I, part B translation from English into French Paper II, part ii free composition
Time	not indicated	40 mins plus reading time[1]	Paper II total 2 hours	Oral examination not indicated IB 1¼ hours Paper II total 2 hours
Marks	Reading aloud 7½% Conversation 10%	27½%	20%[4]	Dictation 12½% IB 27%[4] II ii 22½%[4]
Description	Reading aloud /I.1/. General conversation /I.2/.	Listening comprehension: reproduction in foreign language with aid of story outline /II.3b/. Candidates have before them an outline of the story in French which they retain during the test[2]. Story of 230 - 250 words in French will be read by teacher to candidates three times with pause of five minutes between second and third readings. Candidates then have forty minutes to reproduce it in at least 150 words of French. Each of the three readings must be at normal reading speed. Candidates must not take notes during the readings, but may do so during the five minutes interval[1]. *Paper I, part A is an alternative to part B. See IV WRITING.	Translation foreign language to English /III.1/.	Dictation /IV.4/. Translation English to foreign language /IV.1/. Involves contrasting styles e.g. conversational and descriptive Composition /IV.3/. About 150 words. Choice of four subjects. *Paper I, part B is an alternative to part A. See II AURAL

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[1] See Source 2 opposite

[2] See Source 3 opposite

[4] Additional mark allocation information published: See Source 4 opposite

Table 14 Welsh Joint Education Committee French Syllabus 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No specific information provided.)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(With the exception of the oral examination, part a, no specific information provided.)

Oral examination, part a, conversation test

(Committee has published list of) conversation topics with illustrative examples of questions that may be used to start a conversational exchange. (Source 2) (Ten topics, e.g. heure, âge, dates, each with five suggested questions.) (Source 2)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Committee has published information on mark allocations and marking procedures in Source 3.)

Paper Oa, translation into French

...four paragraphs, each...divided into four 'boxes',...each...carrying 5 marks....working total of 80 which is halved to give a mark for the question out of 40.... Deductions...on the following basis: minus 2 for gross errors in verb forms, multiple errors in adjectives, or for omission of verb or adjective. Minus 1 for less serious errors or omissions in any other words. No penalty for hyphen, apostrophe or capital letter errors, repeated mistranslation of the same word or errors surplus to the five penalties per 'box'. (Source 3) It is not possible for any candidate to lose a disproportionate number of marks in any one section in which he may encounter some difficulty as the maximum penalty per 'box' prevents this. (Source 3)

Paper Oa, free composition

Each of the three paragraphs of an essay is marked twice: firstly, negatively out of 20 on the basis of one mark per error; secondly, positively out of 13, with a credit mark being awarded for each meritorious use of structure, vocabulary, idiom etc. A phrase which has been penalised for a minor error in the negative marking may still earn a credit in the positive marking. Marks are also deducted for gross irrelevance. The resulting marks for all three paragraphs are then added and halved to give a final mark out of 50 for the essay as a whole. (Source 3)

Paper Ob translation into English

...divided into 'boxes', each carrying 5 marks....passage is divided into three sections, each containing seven 'boxes', giving a working total of 105 which is divided by 3 to give a final mark out of 35. Deductions...made on the following basis: minus 2 for grave errors in or omission of verbs and nouns. Minus 1 for less serious errors in verbs and nouns and errors in or omission of other words. No penalty for spelling mistakes, repeated mistranslation of the same word or errors surplus to the five errors per 'box'. (Source 3)

Paper Ob, comprehension

Each individual question in Ob...carries a working total of 9 marks which are divided among the component parts of each answer (giving) working total of 90 which is divided by 3 to give a final total out of 30. (Source 3) In each answer the main verb [or verbs] must be in the tense employed in the question....penalties will be incurred if spelling errors are made in the process of transferring essential words from the text. The wholesale copying of those portions of the passage that are believed to contain the necessary replies is highly unlikely to earn maximum marks. Candidates are required to be selective and to make use of only what is necessary to ensure complete answers. (Source 7)

Paper Oc, aural comprehension

Each question carries 3 marks, giving a working total of 60....(This) is halved to give a final total out of 30. (Source 3)

Paper Od, dictation

Deductions are made from a total of 45, on the basis of one mark per error, including punctuation....final mark is divided by 3 to give a result out of 15. (Source 3)

D. SOURCES

All Sources listed below are published by the Welsh Joint Education Committee.

1 General Certificate of Education. Certificate of Secondary Education. Regulations and syllabuses 1979.

2 General Certificate of Education. Oral examination in modern languages. French Ordinary level. LFT/MD/M199 1/75.

3 General Certificate of Education 1978. Examiner's report. French Ordinary level.

4 General Certificate of Education. French Oc. Aural comprehension (instructions) June 1978.

5 General Certificate of Education. French Oa. June 1978

6 General Certificate of Education. French dictation Od. June 1978.

7 General Certificate of Education Ob. June 1978.

Table 14 Welsh Joint Education Committee Ordinary level: French Two written papers, a dictation, and an oral test

	I ORAL	II AURAL	III READING	IV WRITING
Paper	*Oral examination part a conversation test; part b oral composition test*	Paper Oc, *Aural comprehension* test[2]	Paper Ob, part a translation into English of one unprepared prose passage; part b written comprehension test[2]	Paper Oa, part a translation into the foreign language; part b either composition based on a familiar subject (outline given) or composition based on a picture series or letter Paper Ob, part b written comprehension test[2] Paper Od Dictation
Time	12 minutes	40 mins	Ob total 1½ hours	Oa 2 hours Ob total 1½ hours Od not indicated
Marks	Oral examination total 20%	12%[3]	a 14%[3] b 12%[3]	Oa(a) 16%[3] Oa(b) 20%[3] Ob(b) 12%[3] Od 6%
Description	a Conversation on prescribed topics /I.2b/. Based on list of ten conversation topics[1] with examples of questions which may be used to start a sustained conversation. b Narrative based on a series of pictures /I.2d/. Candidate is expected to tell story of an incident or incidents depicted in a picture series. He is given a short time to study pictures. Each school submits a list, arranged in order of merit, of all the candidates, showing school's assessment of the oral competence of each candidate. Examiners visit schools and select from each school's entry candidates to be examined. Where entry is small examiner may test all the candidates. Elsewhere, sufficient candidates are selected for examination to enable examiners to provide, if necessary, for all the candidates revised assessments based on the school's original assessments and on their appraisal of the standard attained by candidates in relation to the general standard of oral performance in other schools.	Listening comprehension: questions written in foreign language; answers written in foreign language[4]. /II.1b/. Whole passage is read aloud to candidates by teacher then candidates have five mins to study questions and make notes. Passage is read again in three sections. After each section has been read, candidates have seven mins to answer questions set on that section and to scrutinize questions set on next section. Whole passage is read a third time with five mins for revision. Note taking is not permitted during readings.	Ob(a) Translation from foreign language to English /III.1/. One passage. Ob(b) Written comprehension: questions written in foreign language; answers written in foreign language /III.2b/. See IV WRITING.	Oa(a) Translation from English to foreign language /IV.1/. One passage, about 120 words. Oa(b) Composition /IV.3/. 180-200 words in past tenses where appropriate[5]. Either continuation of story outline, or letter, or story based on picture series. Ob(b) Written comprehension: questions written in foreign language; answers written in foreign language /IV.2/. See III READING. Od Dictation[6] /IV.4/. 80-100 words. A passage from an easy foreign text.

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[1] List published: see Source 2 and Section B opposite

[2] Paper Oc is taken in conjunction with Paper Ob

[3] Information on mark allocations published. See Section B and Source 3 opposite

[4] See Source 4 opposite

[5] See Source 5 opposite

[6] Instructions published: see Source 6 opposite

Tables 15 and 16 Associated Examining Board German Syllabus I 037 and Syllabus II 137
'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

Paper 1, part I listening comprehension, part II reading comprehension (Syllabus II)

...(to) assess ability to understand the gist and detail of spoken and written German in familiar, everyday situations. (Source 9)

Paper 1, part I listening comprehension (Syllabus II)

...to test the candidate's ability to understand the spoken language....(Source 1)

Paper 1, part II reading comprehension (Syllabus II)

...to test the candidate's ability to understand the written language. (Source 1)

Paper 2, Use of language and compositions (Syllabus I and II)

...to test a candidate's ability to manipulate the language in varying contexts, and whereas the essays give a certain amount of freedom of choice with regard to structures and vocabulary, Question 1 aims at a more carefully controlled situation attempting to test the ability to use specific structures. (Source 7) (This applies to French, but a similar statement has now been prepared for German.)

Paper 2, Use of language and compositions, part a (Syllabus I and II)

...to test the candidate's ability to manipulate the foreign language. (Source 1)...object of the test is NOT to test comprehension. (Source 7) (See note above)...specifically designed to be a test of accuracy and attention to detail. (Source 7)

Paper 4, Oral test (Syllabus I and II)

...great importance will be attached to the oral use of the language. (Source 1)

Paper 4, Oral test, part i general questions (Syllabus I and II)

...aim of this section is to ascertain the communicative competence of the candidate on topics within his meaningful experience...candidate's ability to manipulate language structures and employ 'unique elements of language' within the context of structures reasonably required at this level is fundamental to this section of the test. (Source 2)

Paper 4, Oral test, part ii picture and questions (Syllabus I and II)

...to test (candidate's) ability to use language structures appropriate to the description of persons, places, activities, objects and situations. (Source 1)

Paper 4, Oral test, part iv role-playing (Syllabus I and II)

The conversational linguistic reference is being tested here: the ability of candidates to phrase suitable questions, their ability to include relevant interjections in their comments and their correct use of idioms. (Source 2)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information provided, but the following information has been derived from sources indicated:)

Paper 1, Translation into English (Syllabus I) and Paper 1, part I listening comprehension and part II reading comprehension (Syllabus II)

At 'O' level the Board does not require candidates to reproduce subjunctive forms in German, but it is expected that they should be understood. (Source 2)...familiar, everyday situations. (Source 9)

Paper 2, Use of language and compositions part a (Syllabus I and II)

In some cases the degree of manipulation might be quite small, in others fairly extensive; it might involve changes of tense or word-order, the conversion of Direct Speech to Reported Speech and vice versa, or sometimes the composition of an entirely new sentence. (Source 7)

Paper 2, Use of language and compositions, part bi and ii (Syllabus I and II)

...candidate will be expected to show a range of vocabulary and structures. (Source 1)

Paper 2, Use of language and compositions, part bi, a and b (Syllabus I and II)

(Letters) may be formal or informal. (Source 8) Formal letters may be concerned with correspondence with hotels, camp-sites, tourist offices, travel agencies, employers or in connection with other situations which arise naturally out of vocabulary within the range of candidates offering themselves for 'O' level. Informal letters may be concerned with a pen-friend, a peer group generally, relatives, home from abroad, former teachers,etc. (Nine major topic areas are listed which might be included in both formal and informal letters e.g. home from abroad.) (Source 8)

Paper 2, Use of language and compositions, part bii,a (Syllabus I and II)

(Narrative account) based on fairly limited 'scene-setting' in the foreign language.... (Source 1)

Paper 4, Oral test, part i general questions (Syllabus I and II)

...questions of a general nature and appropriate to (candidate's) experience. (Source 1) ...topics within his meaningful experience. The topics usually centre on the candidate's home life, school, hobbies, etc., where appropriate although if a candidate demonstrated an interest in discussing more esoteric topics, these too may form a basis for a question-answer dialogue. (Source 2) After initial questions of a basic nature (Wie heissen Sie? Wo wohnen Sie? etc), the examiner will gradually begin to explore the candidate's horizons. He will test ability to produce correct cases, adjective agreements, word order, subordinate clauses and,in a structured question-answer sequence, he will probe further to obtain demonstrated evidence of ability to use tense concept correctly and other parallel phenomena. (Source 2)

Paper 4, Oral test, part ii picture and questions (Syllabus I and II)

. .to test (candidate's) ability to use language structures appropriate to the description of persons, places, activities, objects and situations. (Source 1)

Paper 4, Oral test, part iv role-playing (Syllabus I and II)

...might include everyday activities such as buying flowers in a florist's, sending a telegram at the post office. Each role-playing situation will have a strictly practical application....(Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(No specific information provided, but the following information has been derived from the sources indicated:) (See Tables 15 and 16 for mark allocations.)

Paper 1, part I listening comprehension and part II reading comprehension (Syllabus II)

(Each correct response to the forty items in part I and thirty items in part II carries one mark. (Source 9) The remaining ten marks are for paper 3.

Paper 2, Use of language and compositions, part a *(Syllabus I and II)*

...the Board wishes to elicit from the candidate the natural response to each question and introduced this test to serve teachers who base their classroom teaching on the natural flow of dialogue as a means of teaching the structures of the language. (Source 2) (Candidates are required) to give the concise, natural response to each question, at the same time making sure that the factual content of their answers is complete. (Source 2) (See also Source 7)

The tendency of many candidates to search the text for material to put in their answers militates against the production of the natural response required by the Board. (Source 2)

...the marks in this test are awarded not for the factual correctness of the answers, but for the linguistic correctness....the marks gained are awarded for production of language rather than for understanding. (Source 7)

Paper 2, Use of language and compositions, part bi, a and b (Syllabus I and II)

Formulae for beginnings and ends of letters, whilst important, will not gain credit. (Source 8)

Paper 2, Use of language and compositions, part bi, b (Syllabus I and II)

...There will be approximately seven / eight points that candidates should answer or take up. These will be in language that the candidate should have no difficulty in comprehending and failure to take up one or more of the points will result in loss of marks. (Source 8)

Paper 2, Use of language and compositions, part bi and ii (Syllabus I and II)

...marks will be awarded positively for quality and accuracy of language. There will...be penalties for lack of relevance. (Source 8)

Paper 4, Oral test, part i general questions (Syllabus I and II)

(Examples of good and bad responses are given.) (Source 2)
Lexical items per se do not receive much credit. Far mor important is the candidate's ability to manipulate these within specific structures and according to the demands of the questions put. Linguistic accuracy in response is looked for and is assessed accordingly, but candidates who grasp the initiative and elaborate upon a specific response will obviously gain more credit, particularly if they employ more complex structures than were necessarily demanded by the original question stinulus. Similarly, appropriate use of idiom and 'qualifiers' (e.g. doch, schon, etc.) will also be awarded higher credit....Consistent use of 'parrotted responses' gains little credit. (Source 2)

Paper 4, Oral test, part ii picture and questions (Syllabus I and II)

...the more the candidate legitimately amplifies on the specific response the better. (Source 2)

Paper 4, Oral test, part iii narrative on a series of pictures (Syllabus I and II)

(Examples of acceptable responses are given.) (Source 2)
Candidates obviously gain credit if they make use of subordinate clauses and more varied sentence structure rather than employ a string of short, main-clause sentences. (Source 2)

D. SOURCES

All published by the Associated Examining Board.

1 Syllabuses 1979. Section IV. Languages: modern and classical.

2 Reports of examiners. June examination 1978. Section 4: Languages: modern and classical. AEB, 1978.

3 Specimen German oral (single picture).

4 Specimen German oral (picture series).

5 Specimen German oral (role-playing situation.

6 June examination 1978. Modern language - *Oral examination and dictation test.* Ordinary and Advanced levels. Modern languages/M Form. AEB, 1978.

7 Modern languages - Ordinary level. Statement to clarify the requirements of the Board in relation to Question 1 of Paper 2. French Syllabus I and II (030 and 130). Paper 2, Use of language and composition.

8 Modern languages - Ordinary level. Statement of policy in relation to Paper 2. French Syllabus I and II (030 and 130); German Syllabus I and II (037 and 137); Italian (044). Paper 2, Use of language and composition.

9 Objective tests in German. AEB, 1977.

10 Specimen paper - Ordinary level. German Syllabus I and II. Paper 2.

Table 15 Associated Examining Board Ordinary level: German (037) Three written papers and an oral test

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Paper 4, Oral test, part i general questions, part ii picture and questions, part iii narrative on a series of pictures, part iv role-playing	Not examined	Paper 1, Translation into English	Paper 2, Use of language and compositions, part a, part bi, part bii Paper 3, Dictation
Time	About 15 mins plus 15 mins preparation time for iii and iv		1 1½ hours	2 total 2 hours 3 30 mins
Marks	i 10% ii 5% iii 5% iv 5%		1 each passage 15%[7] (paper 1 total 30%)	2a 20%[7] 2bi Approx. 9%[7] 2bii Approx. 9%[7] 3 Approx. 7%
Description	i General conversation[1] /1.2/. Candidate will be asked questions of a general nature and appropriate to his experience . Full sentence responses are not necessarily required where these are not the natural responses to questions put by the examiner[2]. ii Questions on a single picture /1.2c/. Candidate will be given a single picture[3] in the examination room and asked a series of questions designed to test his ability to use language structures appropriate to the description of persons, places, activities, objects and situations. iii Narrative based on a series of pictures[4] /1.2d/. Candidate will be required to relate in third person, past tense, the story depicted. As much relevant detail as possible should be included to achieve a natural coherent flow to the narrative[2]. iv Role-playing[5] /1.3/. Candidate will be asked to initiate conversation and to reproduce language appropriate to a particular situation or activity described by the examiner which might include everyday activities such as buying flowers at a florist's, sending a telegram at the post office. The situation has a strictly practical application and is explicitly stated and detailed in English. Candidate will be encouraged to take the initiative but, by his intervention in the role-playing, the examiner will place the candidate in the position of having to develop the situation further or of having to modify a previous line of action. Candidate must react to the responses of the examiner meaningfully and flexibly[2]. Conducted by a visiting examiner[6]. Paper 4 of Syllabus I and Oral test of Syllabus II are the same.		1 Translation foreign language to English /III.1/. Two passages for translation from German into English.	2a Written comprehension: questions written in foreign language; answers written in foreign language[8,9] /IV.2/. Prose passage(s). 2b Composition[8] /IV.3/. Two compositions (about 100 words each). i Either (a) Letter stimulated by specific instructions given in the foreign language; or (b) Letter in answer to a letter printed on paper in foreign language. Letters may be formal or informal[10]. In bi there are about seven/eight points which candidates should take up or answer[11]. ii Either (a) Narrative account based on limited scene-setting in the foreign language; or (b) Story based on picture series. ii(a) and ii(b) should be written using past tenses for the narrative. 3 Dictation[12] /IV.4. Paper 2 of Syllabus I and II are the same.

1 See Source 2 and Section B

2 See Source 2

3 Specimen picture provided: See Source 3

4 Specimen picture series provided: See Source 4

5 Specimen role-playing situation provided: See Source 5

6 See Source 6

7 Mark allocations published: See Source 2

8 Specimen paper published: See Source 10

9 This test is intended by Board as a manipulation test. No marks awarded for comprehension. See Source 7

10 See Source 8 and Section B

11 See Source 10

12 Instructions published: See Source 6

Table 16 Associated Examining Board Ordinary level: German (137) Two written papers and an oral test

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral test, part i general questions, part ii picture and questions, part iii narrative on a series of pictures, part iv role-playing	Paper 1, part I listening comprehension	Paper 1, part II i and ii reading comprehension Paper 3 Reading comprehension	Paper 2, Use of language and compositions, part a, part bi, part bii
Time	About 15 mins plus 15 mins preparation time for iii and iv	About 45 mins	1 II 45 mins 3 10 mins	2 total 2 hours
Marks	i 10% ii 5% iii 5% iv 5%	Approx. 19%[7]	1 IIi and ii Approx. 15%[7] 1 IIiii Approx. 5%[7]	2a Approx. 19%[1] 2bi Approx. 8%[10] 2bii Approx. 8%[10]
Description	i General conversation[1] /I.2/. Candidate will be asked questions of a general nature and appropriate to his experience . Full sentence responses are not necessarily required where these are not the natural response to the questions put by the examiner[2]. ii Questions on a single picture /I.2/. Candidate will be given a single picture[3] in the examination room and asked a series of questions designed to test his ability to use language structures appropriate to the description of persons, places, activities, objects and situations. iii Narrative based on a series of pictures[4] /I.2d/. Candidate will be required to relate in third person, past tense, the story depicted. As much relevant detail as possible should be included to achieve a natural coherent flow to the narrative[2]. iv Role-playing [5] /I.3/. Candidate will be asked to initiate conversation and to reproduce language appropriate to a particular situation or activity described by the examiner which might include everyday activities such as buying flowers in a florist's, sending a telegram at the post office. The situation has a strictly practical application and is explicitly stated and detailed in English. Candidate will be encouraged to take the initiative but the examiner, by his intervention in the role-playing, will place the candidate in the position of having to develop the situation further or of having to modify a previous line of action. Candidate must react to the responses of the examiner meaningfully and flexibly[2]. Conducted by a visiting examiner[6]. Paper 4 of Syllabus I and Oral test of Syllabus II are the same.	Listening comprehension: multiple-choice questions in foreign language[8] /II.1e/. About forty items of varying difficulty recorded on tape. After hearing each item candidate is required to select most appropriate item from series of four printed in test booklet. Four sections: (i) recordings of number of remarks or short conversations. Candidate identifies speakers or place where conversation occurred or the activity (ii) prose passages or dialogues, each is followed by a series of multiple-choice questions; candidate selects correct answer in each case (iii) conversations relating to visual material (street maps, house plans, timetables, etc.) Candidate selects correct answers to questions based on dialogues and visual material (iv) recorded oral description of situation ending in a comment or question by one of the characters. Candidate selects the most appropriate response.	1 II Written comprehension: foreign language passage: multiple-choice questions in foreign language[8] /III.2c/. i) Series of simple situations described in the foreign foreign language. Candidates select from choice of four remarks the most appropriate to the situation; ii) prose passage(s) followed by series of incomplete statements each with four suggested completions. Candidate selects completion that is best according to passage[5]. Written comprehension: questions written in English; answers written in English[8] /III.2a/. Prose passage.	2a Written comprehension: questions written in foreign language; answers written in foreign language[11,12] /IV.2/. Prose passage(s). 2b Composition[11] /IV.3/. Two compositions (about 100 words each). i Either (a) Letter stimulated by specific instructions given in the foreign language or (b) Letter in answer to a letter printed on paper in the foreign language. Letters may be formal or informal[13]. In bi there are about seven/eight points which candidates should take up or answer[14]. AND ii Either (a) Narrative account based on limited scene-setting in the foreign language or (b) Story based on picture series. ii(a) and ii(b) should be written using past tenses for the narrative. Paper 2 of Syllabus I and II are the same.

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1 See Source 2 and Section B

2 See Source 2

3 Specimen picture provided: See Source 3

4 Specimen picture series provided: See Source 4

5 Specimen role-playing situation provided: See Source 5

6 See Source 6

7 Mark allocations published: See Source 9

8 Specimen paper published: See Source 9

9 This section is designated Paper 3 by the Board but is not an addition to the examination. It forms part III of Paper 1

10 Mark allocations published: See Source 2

11 Specimen paper published: See Source 10

12 This test is intended by Board as a manipulation test. No marks advanced comprehension. See Source 7

13 See Source 8 and Section B

14 See Source 8

Table 17 University of Cambridge Local Examinations Syndicate German Syllabus 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No specific information provided, but see Source 4. Approximately one page of the document is devoted to analysing the three main reasons for using a multiple-choice test for measuring and testing reading comprehension, indicating some of the aims of the test itself.)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information provided, but the following information has been derived from the sources indicated.)

Paper 5 and 6, Oral test, part ii conversation based on picture

...candidates will be required to demonstrate reasonably competent understanding and use of at least the present tense and a past tense, and an adequate range of lexis and structure. (Source 2)

Paper 5 and 6, Oral test, part iii discussion of prepared topic

(Ten prescribed topics, e.g. school life.) Candidates will be required to prepare three topics: these may all be taken from the list...or may include further topics of the candidate's own choosing.... (Source 2) ...each candidate should...seek an aspect which interests him particularly. The subject matter itself should be stressed less than the candidate's own involvement in the topic he is to discuss. The latter may be related quite freely to his own country or to a foreign country or to a comparison of the two. (Source 2)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information on the techniques adopted in setting and marking Paper 2 is provided in Sources 4 and 6. Information on marking principles is published for the Oral test in Source 2. This document runs to approximately fifteen pages, giving detailed instructions for the modern language syllabuses at 'O' and 'A' level. All papers except Papers 1 and 2 are covered at 'O' level. Information on the Oral test, Papers 5 and 6, runs to approximately five pages, covering the conduct of the examination, examining techniques and marking principles. Source 7, intended for the 1980 examination, devotes approximately two additional pages to an examiners' guide to marking covering each part in the Oral test. Information on grading, marking principles, and the general aspects of the performance of candidates in various mark ranges is given.) (See mark allocations opposite.)

Paper 2, Reading comprehension

(The Syndicate has published a six page document, Source 4, which analyses the three main reasons for adopting a multiple-choice test as a compulsory part of the examination since 1978 for testing reading comprehension. The document discusses the aims, validity and advantages of such a test. It also explains the statistical parameters used, and provides tables (relating to French only) showing the distribution of scores (for Summer 1975), and the levels of facility/discrimination of the test items (for Summer 1973/Summer 1975). Texts of the tests are also reproduced (for French). Additionally, Source 6 devotes one and a half pages to a short glossary/explanation of test terminology. A supplementary two page leaflet, Source 8, gives statistical tables relating to Summer 1976 and 1977. The texts of the tests are also reproduced.)

Paper 5 and 6, Oral test, part i reading test

Marks will be awarded both for accuracy of pronunciation, and for intonation, expression and general fluency. (Source 2)

Paper 5 and 6, Oral test, part ii conversation based on picture

It should be made clear to candidates that it is their responsibility to convince the examiner of their competence in the spoken language. Whilst the examiner will make every effort to encourage candidates to speak and lead them on to topics of interest to them, candidates who persist in giving only very brief or monosyllabic replies cannot expect to receive many marks. (Source 2)

Paper 5 and 6, Oral test, part iii discussion of prepared topic

(The Syndicate has provided guidance to teachers.) (Source 2)

...if a candidate wishes to prepare material with a highly factual content, e.g. relating to history or geography, the teacher should make certain that the candidate can actually discuss his material and not simply give a memorized lecturette, for which he will be penalized. The candidate's general ability to talk fluently in the foreign language far outweighs the importance of the factual content...and the title as such is only to be regarded as the starting point for a conversation which should be as far as possible spontaneous and natural. (Source 2)

The candidate should be helped to show to his best advantage his ability to converse freely in the language.... (Source 2) Whilst the majority of the marks will be awarded for grammatical accuracy and use of structures, idioms and vocabulary, further positive marks will be awarded for general fluency and conversational ability.... Individuals or groups of candidates who produce almost identical rehearsed lecturettes will not therefore gain high marks....candidates who follow up an elegant,polished speech with short,ungrammatical replies will be marked on their performance as a whole, and the preliminary speech may be largely disregarded. Candidates will be awarded marks for variety and interest as well as accuracy. (Source 2) (The Syndicate lists the six techniques to be avoided.) (i) The lecturette (with) little or no spontaneous conversation. (ii) The interrogation, where the teacher asks simple questions requiring automatic answers.... (iii) Excessive participation on the teacher's part, with monosyllabic answers from the candidate. (iv) Almost identical, over-rehearsed, pseudo-discussion, where the same questions are put to different candidates at the same point in a topic.(v) A marked repetition of prepared questions and answers. (vi) Excessive concentration on subject matter detail. Relatively few marks are awarded for content.... (Source 2)

D. SOURCES All published by the University of Cambridge Local Examinations Syndicate.

1 General Certificate of Education and Use of English Examination 1979. Syllabuses in English Subjects, Classics, Modern languages, General Studies, General Paper, Use of English. Subject Syllabus EL (1979). July 1977

2 General Certificate of Education. Modern Languages. Syllabuses, additional notes, and instructions. Syllabus supplement M.L. (1978). 1977

3 General Certificate of Education. German Ordinary level. Paper 3 Listening comprehension. June 1978.

4 Ordinary level French, German, Russian and Spanish. Multiple-choice tests of reading comprehension. Circulars to schools Nos. 77/14, C77/8 (both dated September 1977)

5 General Certificate of Education. German Ordinary level. Paper 1. Translation and composition. June 1978.

6 Criticisms of the question papers set at the Summer 1978 G/C/E/ examinations, with comments by the subject committees. With examiners' notes on the work of candidates in certain papers. Part 3 (Modern languages). MG3 (1978). December 1978.

7 General Certificate of Education. Modern Languages. Syllabuses, additional notes, and instructions. Syllabus supplement M.L. (1980). July 1978.

8 Ordinary level German: Reading comprehension.

Table 17

University of Cambridge Local Examinations Syndicate

Ordinary level: German: Three written papers and an oral test

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Either Paper 5, Oral test[1] (External) Or Paper 6, Oral test[1] (Internal) Paper 5 and Paper 6, Oral test: part i reading test: part ii conversation based on picture: part iii discussion of prepared topic	Either Paper 3, Listening comprehension Or Paper 4, Listening comprehension	Paper 1, Translation and composition, part i translation into English Paper 2, Reading comprehension	Paper 1, Translation and composition, part ii composition based on a series of pictures and either part iii composition based on a choice of topics, or part iv translation from English
Time	i 5 mins plus 10 mins preparation time[2] ii 5 mins[2] iii 5 mins[2]	3 40 mins 4 40 mins including 10 mins for total reading time[2]	1 Total 2¼ hours 2 40 mins	1 Total 2¼ hours
Marks	i 10%[3] ii 7½%[3] iii 7½%[3]	3 15% 4 15%	1 Total 45% 2 15%	1 Total 45%
Description	i Reading aloud[4] /I.1/. Alternative passages usually provided. At least two should be used at random. ii Questions based on a single picture[4] /I.2c/. Precise, factual information will not be demanded. Candidates are expected to give natural replies to questions and should be encouraged to take initiative in this part of the oral test. iii Conversation on prescribed topic[4] /I.2b/. Candidates will be required to prepare three topics from list of ten or of their own choosing[5]. At the examination they will be required to choose one at random. The conversation should be as far as possible spontaneous and natural and the title regarded as the starting point for the conversation. Paper 5. Oral test is conducted by a visiting external examiner. Paper 6. Oral test is conducted by the staff at each centre.	3 Listening comprehension: multiple-choice questions in foreign language /II.1e/. 30 multiple-choice questions based on recorded material. Four suggested answers to each question.[6] 4 Listening comprehension: questions written in foreign language; answers written in foreign language /II.1b/. Ten written questions on story read aloud by teacher. The story is read twice. Candidates are not allowed to write during either reading. The first reading should take approximately the time specified at the end of the passage. The second should be at the same pace as the first. Both should be done in a natural way. Between the first and second readings, candidates are allowed five mins to read the questions and to make notes. During the remaining 30 mins, after both readings have been completed, they write their answers to the questions.[7]	1i Translation foreign language to English /III.1/. One passage. 2 Written comprehension: foreign language passage: multiple-choice questions in foreign language /III.2c/. 30 multiple-choice questions.[8]	ii Composition /IV.3/. Based on a picture-series[9] (about 150 words), using the past tense. AND EITHER iii Composition (about 150 words) based on a choice of topics in form of letter, dialogue, description etc. OR iv Translation English to foreign language /IV.1/. One passage.

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[1] Information and instructions published: see Source 2 opposite.

[2] See Source 2 opposite

[3] See Source 7 opposite

[4] No information in Source 1: See Source 2 opposite.

[5] See Source 2 and Section B opposite

[5] List published: see Source 2 and Section B opposite

[6] See Source 3 opposite

[7] Instructions published: see Source 2 opposite

[8] See Source 4 and Section B and Section C opposite: Specimen published

[9] See Source 5 opposite

Table 18 Joint Matriculation Board German Syllabus 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No information provided by the Board on any of the papers)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information provided, but the following information has been derived from the sources indicated for the following papers only.)

Oral examination, conversation test

...German conversation on simple topics. (Source 1)
The following topics could provide suitable material for questions: the date and time, the journey to school, activities in school and outside, household routine, sport, hobbies, holidays, the family. (Source 2)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Board has provided information on marking procedures for each section of each paper in Source 1, but more detailed information on marking procedures covering grading in the oral examination, reading and conversation test is given in Source 2.)

(See mark allocations opposite)

Paper I part 2 translation from English into German

...working total of eighty marks...twenty for each paragraph, one mark...deducted for each error up to a maximum deduction for each sentence according to its length and difficulty. (Source 1)

Paper I part 1 reproduction test

...working total of fifty marks, thirty(for)linguistic accuracy from which one mark will be deducted for each error....Remaining twenty (for) content. (Source 1)

Paper II translation German to English

...working total of sixty marks for each passage...twelve...for each paragraph, one mark ...deducted for each error up to a maximum deduction for each sentence according to its length and difficulty. Marks...deducted for faults in style. (Source 1)

Oral examination, reading test

...ten marks....(Source 1)

...pronunciation, fluency, phrasing and intonation are assessed. (Source 1)

Oral examination, conversation test

...twenty marks....(Source 1)

...marks are awarded for fluency, accuracy of grammar, range of vocabulary and comprehension. (Source 1)

Oral examination, dictation

...working total of twenty marks, one mark...deducted for each error of spelling. Half a mark...deducted for each misuse of capital letters. (Source 1)

D. SOURCES

All published by the Joint Matriculation Board

1 General Certificate of Education. Regulations and syllabuses 1979.

2 General Certificate of Education 1979. Reading and conversation tests in modern foreign languages (Ordinary) Syllabus A, Russian (Ordinary) Syllabus B, Italian and Polish. Instructions to examiners S 10 (0).

3 General Certificate of Education. German Ordinary Syllabus A Dictation. Summer 1978.

4 General Certificate of Education 1979. Oral tests in modern foreign languages (Ordinary) Syllabus A, Russian (Ordinary) Syllabus B, Italian and Polish. Instructions to supervisors S 15 (0).

Table 18 Joint Matriculation Board Ordinary level: German Syllabus A

Two written papers, a dictation, and an oral test

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral examination[1], reading test, conversation test	Paper I, part 1 reproduction test	Paper II translation from German into English	Paper I, part 2 translation from English into German Oral examination, dictation
Time	about 7 - 8 mins[2]	I total approx. $1\frac{1}{4}$ hours	$1\frac{1}{4}$ hours	I total $1\frac{1}{4}$ hours Dictation 30 mins[4]
Marks	Oral examination total $16\frac{2}{3}\%$	I total $43\frac{1}{3}\%$	40%	I total $43\frac{1}{3}\%$ Oral examination total $16\frac{2}{3}\%$
Description	Reading aloud[2] /I.1/. All the passages supplied by the Board should be used, varying the order of use as much as possible. Candidate is given three minutes to prepare the passage. General conversation[3] /I.2/. Examiner may use reading passage as a starting point for conversations. "Definition" type questions are recommended as useful. Answers to questions need not be in complete sentences, but questions inviting yes or no replies should be avoided. Extraneous visual aids must not be introduced into the examination as an incentive to conversation. Where necessary, a candidate should be prompted and encouraged. If no answer is given a question may be rephrased. Tenses[1] other than the present should be used[2]. Conducted by an external examiner.	Listening comprehension: summary in foreign language /II.2b/. Reproduction test in which a passage in German is read to the candidates who are subsequently required to reproduce in German in continuous form the essential facts of the story (in 140 - 160 words) with the aid of a printed outline (in German[4]). Passage is read once to candidates by teacher in time stipulated by Board, then a second time after which candidates write their composition. Note taking is not permitted during the two readings[4]	Translation foreign language to English /III.1/. Two passages for translation from German into English.	Translation English to foreign language /IV.1/. One passage of continuous prose for translation from English into German. Dictation[5] /IV.4/.

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[1] Information on reading and conversation tests published: See Source 2 opposite

[2] See Source 2 opposite

[3] See Source 2 and Section B opposite

[4] See Source 3 opposite

[5] Instructions published: See Source 4 opposite

Table 19 Joint Matriculation Board German Syllabus B 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

General

...to evaluate attainment in speaking and writing German and in comprehending its spoken and written form, reducing to a minimum the role of English. (Source 1)

Paper II, Section 1 listening comprehension

(Candidate should be) prepared to answer questions to show that he has understood all the main points. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information provided, but the following information has been derived from the sources indicated.)

Paper I, part 1 Composition picture/picture series, narrative, letter

...candidate should be capable of writing a brief narrative or letter using basic structures, and should be able to manipulate the language so as to answer with grammatical accuracy questions on a passage from a modern periodical or novel. (Source 1)

Paper II Comprehension

Overall comprehension is required; questions will not demand a knowledge of unusual, technical or literary vocabulary. (Source 1)

Paper II Section 1 listening comprehension

The subject matter will be topical and conversational rather than literary. (Source 1)

Oral examination, conversation test

(Candidate) should be able to answer freely and accurately questions of a personal and general nature and to sustain an intelligent conversation...around a given book or topic. (Source 1)

Oral examination, conversation test a

(List of 100 set questions, published in Source 1, covering questions of a personal and general nature. Arranged in 10 groups, each divided into two equal sections, e.g. leisure, shopping.) (Source 1)

Oral examination, conversation test b

(List of 12 topics, e.g. Eine deutsche Stadt oder eine deutsche Gegend. In first six, candidates may relate topic to Austria or Switzerland rather than to Germany.) (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(The Board has provided information on marking procedures for each section of each paper in Source 1. See mark allocations opposite.)

Paper I Composition part 1 picture/picture series, narrative, letter

...working total of 50 marks..., 35 marks (for) linguistic accuracy..., (one mark deducted) for each error; 8 marks (for) content, i.e. the relevance of the composition to the situation given, ...remaining 7 marks (for) style, taking into account variety of construction, vocabulary and idiom. (Source 1)

Paper I Composition part 2 questions in German on a German passage

Each sub-question is allocated marks which examiners divide into (a) a mark for comprehension and (b) a mark for grammatical accuracy, (half a mark deducted) for each grammatical error. ...accuracy mark...only...awarded if comprehension has been shown. (Source 1)

Paper II Section 1 listening comprehension

...each correct response gains one mark; no deduction is made for wrong answers. (Source 1)

Paper II Section 2 reading comprehension

...each correct response gains one mark; no deduction is made for wrong answers. (Source 1)

Oral examination

Credit will be given for all positive aspects of speech and content. (Source 1)

Oral examination, reading

Particular importance will be attached to accuracy in the production of vowels and consonants, the use of the glottal stop, and phrasing. (Source 1)

Oral examination, conversation test a

...working total of 30 marks, two marks (for) each group A question and four (for) each group B question...one mark...given in each case for an item of information correctly expressed, but the requirement might be modified in relation to the possibilities of the question and in some cases, the plausibility of the answer. (Source 1)

Answers, especially to group A questions, need not be in the form of complete sentences but should be reasonably full in terms of the question.... Where a question requires an extensive answer the examiners will be satisfied if a limited number of valid points are made. Fuller replies are required to group 2 questions but the answers should avoid both excessive complexity and extreme simplicity. (Source 1)

Content and linguistic accuracy will be assessed.... (Source 1)

Oral examination, conversation test b

...working total of 30 marks.... quality of the language and the subject matter of the conversation (are taken into consideration in determining actual mark awarded). Satisfactory conversations...will contain a substantial proportion of free and unrehearsed dialogue between the candidate and teacher (which) may well begin with a short opening statement by the candidate, followed by a few prepared questions and answers, or with prepared questions and answers only.... (Source 1) (Five categories of grading), but marks in the highest category are likely to be awarded to conversations which are mainly free and unrehearsed. (Source 1)

D. SOURCES

All sources are published by the Joint Matriculation Board.

1 General Certificate of Education. Regulations and syllabuses 1979.

2 General Certificate of Education. Summer 1979. French, German, Spanish and Russian Ordinary Syllabus B (and Paper II in Spanish (Ordinary) Syllabus A). Instructions to supervisors and examining teachers. A 58 (O).

3 General Certificate of Education. German Ordinary Syllabus B Paper I. Summer 1978.

Table 19	Joint Matriculation Board	Ordinary level : German Syllabus B	Two written papers and an oral test	
	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral examination[1], part 1 reading, part 2 conversation tests a and b	Paper II, comprehension, section 1 listening comprehension	Paper I, Composition, part 2 questions in German on a German passage Paper II, Comprehension, section 2, reading comprehension	Paper I, Composition, part 1 EITHER composition on a picture / series of pictures OR composition of a narrative type OR letter, part 2 questions in German on a German passage
Time	1 about 3 mins 2a 4 mins 2b 5 mins[2]	about 30 mins	I total 1¼ hours II2 40 mins	I total 1¼ hours
Marks	1 5% 2a 10% 2b 20%	15%	I total 35% II2 15%	I total 35%
Description	1 Reading aloud /I.1/. Order of passages should be varied. The candidate has about six minutes to study passage, before test begins[2]. He should be able to read accurately. 2a Questions from set lists /I.2b/. 100 set questions arranged into ten numbered groups, divided equally into Section A and Section B[3]. In the examination candidate randomly selects two groups of questions and answers, all Section A questions from first group and all Section B questions from second group chosen. Examining teacher names each question at a natural pace. As this is a prepared test long pauses should not be necessary. If a candidate cannot answer, teacher should proceed to next question. Prompting or rephrasing of questions is not allowed, although repetition of one question per candidate is tolerated[2]. 2b EITHER (i) Conversation on prepared topics /I.2b/. Based on two or three books read during year and selected by centres. In the examination candidate selects two at random. OR (ii) Conversation on prescribed topics /I.2b/. Candidate prepares three of the twelve prescribed topics[4] and selects one of these at random in the examination[2]. Any form of conversation is acceptable, provided that at least a substantial proportion of it is free and unrehearsed. Conversation should relate to the books or topics but is not expected to conform to any rigid pattern[2]. Conducted by staff at each centre, recorded on tape and marked by Board's examiners.	Listening comprehension: multiple-choice questions in foreign language /II.1e/. Candidate should be able to follow a dialogue or narrative spoken by native speakers at a natural speed, and be prepared to answer questions to show that he has understood all the main points. Subject matter will be topical and conversational rather than literary.	I.2 Written comprehension: questions written in foreign language; answers written in foreign language /III.2b/. Passage is from a modern periodical or novel. Answers must be concise and should include all relevant information written in complete sentences[5]. See IV WRITING. II.2 Written comprehension foreign language passage: multiple-choice questions in foreign language /III.2c/. (i) Short multiple-choice questions in German of the vocabulary-in-context type. (ii) Multiple-choice questions in German based on longer narrative passages.	I.1 Composition /IV.3/. 140 - 160 words[5]. EITHER picture / picture series OR story outline (narrative composition) OR letter. I.2 Written comprehension: questions written in foreign language; answers written in foreign language /IV.2/. Passage is from a modern periodical or novel. Answers must be concise and should include all relevant information written in complete sentences[5]. See III READING.

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[1] Information published: See Source 3 opposite

[2] See Source 2 opposite

[3] List of questions published: See Source 2 opposite

[4] List of topics published: See Source 1 and Section B opposite

[5] See Source 3 opposite

Table 20 University of London German Syllabus 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

Paper 1, part a dictation
...to test the candidate's grasp of the written language, including orthography by requiring him to relate the language as written to the language as spoken. (Source 1)

Paper 1, part b listening comprehension
...to test the candidate's understanding of the spoken language. (Source 1)

Paper 2, part a translation from German
...to test the candidate's understanding of the written language and his ability to render the text accurately into acceptable English. (Source 1)
...to discover whether the candidates...have a precise understanding of each of the units of meaning in the passage, and...can translate into acceptable English. (Source 2)

Paper 2, part b directed production
...to test candidate's ability to write accurately and relevantly in the language. (Source 1)

Paper 2, part c essays
...to test the candidate's capacity to express ideas in accurate German on a given subject using a variety of vocabulary and idiom. (Source 1)

Paper 3, Oral test
...to test the candidate's pronunciation and his ability to communicate effectively in the spoken language. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information provided. The following information has been derived from the sources indicated:)

Candidates are expected to recognize the use of the passive voice and also the subjunctive mood, including the use of the periphrastic subjunctive, i.e. würde...infinitive. The appearance of these verb forms, will, on the whole, be restricted to those questions where comprehension of the German is paramount, i.e. the dictation, listening comprehension, translation and also the text of the directed production. Candidates will not usually be required to produce these verbal forms in their answers to the directed production. The correct and appropriate usage of these verbal forms will, of course, be credited in the two essays, although their production is not essential for these two questions. (Source 2)

Paper 2, part c essays (general essay)
The appropriate use of the second person form of address, which may well be necessary... should be thoroughly familiar to all candidates. (Source 2)

Paper 2, part a general conversation
The candidate is expected to talk with the examiner on topics within his own sphere of experience and interest, e.g. home, school, hobbies and holidays. (Source 1)

Paper 3, Oral test, part b questions on a picture
The first question may require a simple prepositional dative [Wo ist die Frau?] and the ensuing questions more complex structures [Was hat der Mann im Geschäft gemacht?]. (Source 2)

Paper 3, Oral test, part c prepared topic
(The Board has published a list of twelve topics, e.g. Das deutsche Schulsystem.) (Source 4) The topics can be interpreted in the broadest possible sense and in his introductory sentence or sentences the candidate is completely free to establish the areas of the topic he wishes to discuss. (Source 2)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information has been provided in Source 2 on each of the papers.)
(See mark allocations opposite)

General
Apart from the dictation and translation, where a negative mark scheme is adopted...all other questions are marked positively, i.e. credit is given for correctly presented material while mistakes and irrelevancies are ignored. (Source 2)

Paper 1, part b listening comprehension and Paper 2, part b directed production
Answers...may require more than one point of detail, and each correct element is positively credited. (Source 2)

Paper 2, part b directed production
All the relevant information is contained within the text, but the questions are so designed that no answer can be copied straight from the text without actually manipulating the language. (Source 2)

Paper 2, part c essays (picture series)
...credit will be given for a correct account of what the characters were doing and wearing, of their facial expressions and their physical appearance. Any other correctly produced relevant information from the pictures, e.g. background description, will also be credited. (Source 2) (Marks can be improved by the use of a variety of idiom, construction and vocabulary.) Only the correct and consistent use of the perfect tense in the narrative will be credited. (Source 2)

Paper 2, part c essays (general essay)
Marks in this question, as in (the picture series are) awarded, once only, for each correctly used item, for instance nouns, verbs, prepositions with the correct case, adjectives with the correct ending, pronouns in oblique cases, conjunctions and adverbs. A further mark for style (is)...added to distinguish between those who write simply, though perhaps accurately and those who (are) more varied and successfully ambitious in their handling of the language. (Source 2)

Part 3, Oral test, part b questions on a picture
All irrelevant material or material extraneous to the target response is ignored. The more complex the question the higher the mark allocation. One mark unit is deducted for each error which occurs. (Source 2)

Paper 3, Oral test, part c prepared topic
The assessment covers candidates' comprehension of the question put, their ability to expand relevantly and imaginatively on the questions, their grammatical accuracy and the breadth of vocabulary and structures used....(Source 2)

D. SOURCES

(All published by the University of London, University Entrance and School Examinations Council.)

1 General Certificate of Education Examination. Regulations and syllabuses. June 1979 and January 1980. University of London, 1977.

2 General Certificate of Education Examination. Subject reports. June 1978 examinations.

3 General Certificate of Education Examination. German Ordinary level Oral test. June 1979 examination onwards. September, 1977.

4 Ordinary level. German examination June 1979 / January 1980. List of topics for the Oral examination. February 1978.

5 General Certificate of Education Examination. Oral tests in modern languages. June 1979 examination onwards. Appointment of teacher examiners and visiting university examiners. September 1978.

6 General Certificate of Education Examination. January 1979. Ordinary level. German 1. Instructions for dictation and listening comprehension tests. German 1. (Dict. and Listening comp.) 230.

7 General Certificate of Education Examination. January 1979. Ordinary level. German Paper 2.

Table 20	University of London	Ordinary level: German	Two written papers and an Oral test	
	I ORAL	II AURAL	III READING	IV WRITING
Paper	Paper 3, Oral test, part a general conversation, part b questions on a picture, part c prepared topic	Paper 1, part b listening comprehension	Paper 2, part a translation from German, part b directed production	Paper 1, part a dictation Paper 2, part b directed production, part c essays
Time	total 10 - 12 mins	½ hour	2 total 2¼ hours	2 total 2¼ hours
Marks	a 4½%[1] b 4½%[1] c 4½%[1] pronunciation 1½% approx.[1]	10%[1]	a 21%[7] b 17%[7]	1a 5%[1] 2b 17%[7] 2c(picture series) 20%[7] 2c(general essay) 12%[7]
Description	3a General conversation /I.2/. The candidate is expected to talk with the examiner on topics within his own sphere of experience and interest, e.g. home, school, hobbies and holidays. 3b Questions on a single picture /I.2c/. The candidate is asked questions based on a picture designed to elicit specific structures[2]. Questions are graded in difficulty[3]. 3c Conversation on prescribed topic /I.2b/. The candidate is expected to have prepared two topics from a prescribed list of twelve[4]. He is tested on one of these. The test is conducted on a question-answer conversational basis and is confined to the topic and related areas. After the candidate has given a brief introduction to the topic. which can be interpreted in the broadest possible sense, since the candidate is completely free to establish the areas he wishes to discuss, the examiner will start to put questions of all types to test specific areas of oral competence[1]. Conducted and marked either by visiting examiners or by teachers appointed to examine candidates in their own schools. Examining teachers must submit a recording of the whole examination of a sample of candidates[5].	Listening comprehension: questions in written English; answers in written English /II.1a/. Narrative or descriptive text which may contain dialogue (200 - 250 words). Questions are concerned with information essential to the understanding of the passage as a whole, but the candidate is expected to show he has grasped the necessary points of detail. Whole passage is read once, the papers are distributed and candidates have one minute to read the questions. Passage is read again in three sections. After each section is read, candidates have five minutes to answer the questions on that section. The whole passage is read a third time with five minutes for revision. Candidates may not write during readings[6].	2a Translation foreign language to English /III.1/. Translation of a prose passage (150 - 200 words) into English. 2b Written comprehension: questions written in foreign language; answers written in foreign language/III.2b/. Passage (200 - 250 words). The candidate is expected to write about 100 words. Each question requires a different answer which should be full and relevant. Answers beginning with weil are acceptable and all questions must be answered in the appropriate tense[7]. See IV WRITING.	1a Dictation[8] /IV.4/. 2b Written comprehension: questions written in foreign language; answers written in foreign language /IV.2/. Passage (200 -250 words). The candidate is expected to write about 100 words. Each question requires a different answer which should be full and relevant. Answers beginning with weil are acceptable and all questions must be answered in the appropriate tense[7]. See III READING. 2c Composition /IV.3/, One essay (about 120 words) on the precise content of a picture series, using the appropriate past tenses,i.e. the imperfect and occasionally the pluperfect, using the third person. The essay should consist of four paragraphs (30 words for each picture)[7]. AND One essay (about 100 words). Choice of two general topics which may be narrative, description, dialogue or a letter[9].

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1 See Source 2 opposite 2 Specimen published: See Source 3 opposite 3 See Source 2 and Section B opposite 4 List published: See Source 4 and Section B opposite 5 See Source 5 opposite	6 See Source 6 opposite	7 See Source 7 opposite	8 Instructions published: See Source 6 opposite 9 See Section B opposite

Table 21 Northern Ireland General Certificate of Education German Syllabus 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

Written paper, part b, section A

...to test the candidate's ability to understand the written word and to answer such questions accurately. (Source 1)

Written paper, part b, section B

...to test the candidate's ability to use and manipulate the language of the passage. (Source 1)

Oral test, part b aural test

...to see how well candidates can understand spoken German. (Source 10)

Oral test, part c reading aloud in the language

...comprehension, as expressed through intelligent phrasing, intonation etc, is regarded as part of the test. (Source 11)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information has been provided. Information has been derived from the sources indicated. Source 4 has been used as it appears to apply to all languages which share a common syllabus. The conversation test survival areas concern only French, German and Italian. All information with the exception of Source 1 is in the form of a typescript.)

The two parts of the conversation test must be seen as differing in nature and complementary. The first [the numbered questions] is stereotyped and 'neutral': it requires cool judgement and competence in stating facts of a biographical kind. (Source 4)

The second part of the Conversation test (Survival Areas) demands an affective rather than an intellectual approach....the Examiner becomes an ordinary human being once again; he is involved often as the servant of the candidate and may or may not be able to meet all the requests that are made of him...the candidate has the initiative and power to ask the questions. (Source 4)

(The Board has provided a chart for examiners showing suggested conversation patterns for use with the suggested questions in Source 5. This is complemented by a one page sheet Source 6, giving suggestions for use of the chart.)

The starting point is always PERSONALIA...and may lead in four possible directions to the NUCLEUS TOPICS. (Source 6) (The four topics are: family relationships, the school, home town or village, holidays: Christmas, Easter, summer.) (Source 5)If it is not desired to develop one of the four nuclei as a major topic, the arrows show some of the possible lines of further development into the peripheral topics....(Source 6) (e.g. trades and professions which can be reached from either 'family relationships' or 'the school';'at the hairdressers' which can be reached from home town or village.)(Source 5)

Written paper, part a translation from the language

Candidates at this level should be familiar with the passive voice and pluperfect tense. (Source 13) (Teachers) need to ensure that candidates at 'O' level at least recognise(the conditional and subjunctive) constructions. (Source 13)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information has been provided for the Oral test, parts c and d. Other information is derived from sources indicated. Sources 12 and 13 are included since the syllabus is common to French, German, Italian, Russian and Spanish. The Board states that the views expressed in the Examiners Report do not necessarily reflect the views of the Board.)
(See mark allocations opposite)

Oral test, part c reading aloud in the language

(thirty marks) (Source 11)
(Information runs to half a page and shows the categories of grading.) (Source 11)
The reading passages are intended to be easily comprehended by the candidate and therefore this comprehension, as expressed through intelligent phrasing, intonation etc, is regarded as part of the test. No candidate should be awarded a high mark whose reading does not include these qualities even if his attack on individual sounds is acceptable...those candidates who have failed to acquire the sound system of the language will also be heavily penalised in spite of "fluency". (Source 11)
(The full range of marks should be used.) (Source 11)
The maximum must be given to a candidate who does as well as can be reasonably expected of a good candidate at this stage. (Source 11)

Oral test, part d free conversation

(eighty marks) (Source 2)(Information runs to half a page and shows the categories of grading.) Assessment must take into account the candidate's ability to understand the questions as well as his skill in using the language and a swift response which shows comprehension deserves considerable cerdit. Low marks must be given to incorrect constructions, agreements, conjugation....examiners must try to use the full scale of marks. (Source 2)

Students should be warned that continually giving monosyllabic answers will not gain them top marks even if these answers are correct. (Source 12)
Accuracy and appropriate vocabulary are looked for when judging the candidate's performance. (Source 13)
In exchange for the previewing of the questions, teacher/examiners are entitled to expect flawless answers. (Source 4)
There should be automatic release of the required reply. (Source 4)

Written paper, part c free composition

...a variety of idioms and sentence structures are rewarded in the marking scheme... (Candidates should avoid) a tendency to abstract phrases, vocabulary and sometimes whole sentences from other sections of the paper (and) the repetition in various forms and often more than once of the lead-in sentences in (questions). The time...might be better employed in planning the essay, in particular pruning over-long introductions and trying... to answer the question set rather than using anything up to three-quarters of the prescribed word-limit in leading up to it. (Source 12)

D. SOURCES

All published by the Northern Ireland GCE Examinations Board unless stated.

1 Rules and programme 1979. Northern Ireland Schools Examinations Council, 1977.
2 Oral examinations. 'O' level modern languages. Conversation. Form LO/5 IN 'O' level reading and conversation in modern languages. Mark schemes.
3 Conduct of oral tests in modern languages. Ordinary level 1979. LO/1B
4 French (Ordinary) 1978. (Examiners Report)
5 'O' level orals. Conversation patterns. IN 'O' level reading and conversation in modern languages. Mark schemes.
6 Oral tests in modern languages. Ordinary level. Conversation patterns. Suggestions for use of the chart. Form LO/6. IN 'O' level reading and conversation in modern languages. Mark schemes.
7 German (Ordinary) 1979. Conversation test. Suggested questions and 'Survival areas'.
8 German (Ordinary) 1979. Question 2 (Comprehension and use of language). Specimen questions.
9 GCE Examinations, 1978. German (Ordinary). Dictation Test. Instructions to readers
10 GCE Examinations. 1978. German (Ordinary). Aural Test. Instructions to readers. (Teacher's paper).
11 Oral examinations. 'O' level modern languages. Reading. From LO/3 IN 'O' level reading and conversation in modern languages. Mark schemes.
12 Spanish (Ordinary) 1978. (Examiners Report)
13 German (Ordinary) 1978. (Examiners Report)

Table 21	Northern Ireland Examinations Board	Ordinary level: German	Three written papers and an oral test	
	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral tests, part c reading aloud in the language, part d free conversation	Oral tests, part b aural test with questions in English to be answered in English	Written paper, part a translation from the language, part b comprehension and use of the language Section A and Section B	Written paper, part b comprehension and use of the language Section A and Section B, part c free composition Oral tests, part a dictation
Time	10 mins[1]	Not indicated	Written paper total 3 hours	Written paper total 3 hours
Marks	20%	Oral tests total 40%	a 15% b Section A 7½% b Section B 7½%	b Section A 7½% b Section B 7½% c 20% Oral tests total 40%
Description	c Reading aloud /I.1/. Candidate has two minutes to prepare passage. The examiner is free to choose any test from the passages provided, but only one passage should be used in any one session[2]. d Questions from a set list /I.2b/. Candidates have four months to prepare answers to the list of suggested questions[3]. The test is based on the indications given at the briefing meetings. The suggested questions should be used in such a way as to stimulate the conversation and encourage the candidate to express his ideas in extended form. The examiner should endeavour to introduce a variety of topics beyond those suggested to ensure that preparation time has not been restricted to a limited area. Topics involving a specialised vocabulary should be avoided[1]. The examiner is provided with a chart showing suggested conversation patterns[4] for use with the suggested questions and with instructions on how to use the chart[5]. Role playing /I.3/[5]. This section (survival areas) is part of the free conversation test, part d of the oral test. The two tests are marked as one unit. Candidates will be required to be familiar with each of the situations listed but to conduct a conversation relating to one area alone[6]. Here the candidate has the power and initiative to ask the questions[3]. Visiting teacher/examiners attend a briefing session before the reading and conversation tests. Moderation may include visits by chief examiners or their assistant.	Listening comprehension: questions in written English; answers in written English /II.1a/. A passage divided into five paragraphs is read aloud by the teacher. The whole passage is read once, then candidates open their question papers. The passage is read a second time in sections. After each section has been read candidates have three minutes to answer the question set on that section. The whole passage is read a third time and candidates have five minutes for revision[2].	a Translation foreign language to English /III.1/. Two passages (about 170 words each). b Written comprehension: questions written in foreign language; answers written in foreign language[7] /III.2b/. Passage (350 - 400 words) to test comprehension and use of the language. A Questions set in German to be answered in German. B Questions designed to test ability to use and manipulate the language of the passage. See IV WRITING.	b Written comprehension questions written in foreign language; answers written in foreign language[7] /IV.2/. Passage (350 - 400 words) to test comprehension and use of the language. A Questions set in German to be answered in German. B Questions designed to test ability to use and manipulate the language of the passage. See III READING c Composition /IV.3/. About 120 - 150 words. Choice of subjects, including outline narrative. Oral tests a Dictation[8] /IV.4/.

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[1] See Source 2 opposite

[2] See Source 3 opposite

[3] See Source 4 opposite

[4] See Source 5 and Section B opposite

[5] See Source 6 and Section B opposite

[6] See Source 7 and Section B opposite

[7] Specimen provided: See Source 8 opposite

[8] Instructions published: See Source 9 opposite

Table 22 Oxford and Cambridge Schools Examination Board German Syllabus 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No information provided)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information provided, but the following information has been derived from the sources indicated.)

Oral examination, conversation, topics and general

The whole concern of conversation test is communication and practical use of the language. (Source 2)

Oral examination, conversation, topics

(List of ten topics published in Source 1, e.g. Reissen.) The object of the conversation on 'topics' is to make it easier for the candidate at the beginning of the test to understand and answer questions with some degree of confidence, since he/she will already know what the topics are....(Source 2)

Oral examination, conversation, general

...the questions asked by the examiner should be such as the candidate could answer immediately and without much pause for reflection if they were put into English. (Source 2) (Seven questions, e.g. Wann haben Sie Geburtstag?) are suggested as the sort of questions that can be reasonably asked....(Source 2)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information on marking principles and scoring has been published in Source 2 for the oral examination only. The document runs to approximately three pages. Other information has been derived from the sources indicated.)

(See mark allocations opposite)

Paper I

(Answers are to be in the form of a complete sentence.) (Source 5)

Oral examination, reading aloud

Great attention should be paid by the examiner to correctness of pronunciation (purity of vowel and consonantal sounds and correctness of word-stress). Examiners should be on the look-out for such mistakes as the diphthongisation of monophthongs, the failure to produce the glottal stop where it is required, the wrong pronunciation of sounds represented by ch, the failure to distinguish between voiced and voiceless consonants, etc. At the same time, where two different ways of pronouncing certain words are common among educated Germans, either pronunciation is to be allowed.

A candidate who pronounces the words accurately and tries to bring out the meaning of the passage should be given a good mark. (Source 2)

(Scale 0 - 15 for each test, five categories of grading.)

Oral examination, conversation, topics and general

It is not intended to impose a purely objective or mechanistic method in assessing an activity which depends a great deal on subjective values or factors, but in order to render the subjective assessment more reliable and efficient it is suggested that credit should be given for the following qualities: (a) intelligibility and relevance, (b) fluency and reasonable speed, (c) pronunciation and accent, (d) range of vocabulary and idiom, (e) control of sentence structure and grammatical accuracy, (f) subject matter,... originality. (Source 2)

The five marks at the end of the conversation test should be for a final impression of the candidate's quickness in understanding the spoken word and reasonable promptness in reply. (Source 2)

(Scale 0 - 15 for each test, five categories of grading.)

D. SOURCES (All published by the Oxford and Cambridge Schools Examination Board.)

1 Regulations for Certificate Examinations for the year 1979.

2 Ordinary level German. Summer/Autumn 19... Oral test. External examiners. 458(G/E).

3 General Certificate Examination. Ordinary level. H 174. German story for question I of Paper 3. For the supervisor only. July 1978.

4 General Certificate Examination. Ordinary level. H 173. Paper 3. Story and composition. July 1978.

5 General Certificate Examination. Ordinary level. H 171. German. Paper 1. Unprepared translation and comprehension. July 1978.

6 General Certificate Examination. Ordinary level. H 173. Paper 3. Story and composition. July 1978.

Table 22 Oxford and Cambridge Schools Examination Board Ordinary level : German Three written papers and an oral examination

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral examination, part a reading passage in foreign language, part b discussion of up to four of selected topics, part c general conversation	Paper 3, Story and composition, part 1 reproduction of story in the foreign language	Paper 1, Unprepared translation and comprehension, part 1 unprepared passage and EITHER part 2 unprepared passage OR part 3 comprehension passage with questions in German	Paper 1, Unprepared translation and comprehension, part 3 comprehension passage with questions and answers in German Paper 2, Dictation Paper 3, Story and composition, EITHER part 2 composition based on a picture series OR part 3 passage for translation into the foreign language
Time	10 - 12 mins	3 total 2 hours plus reading time for part 1[4]	1 total 1¾ hours	1 total 1¾ hours 2 30 mins 3 total 2 hours plus reading time for part 1[4]
Marks	a approx 6%[1] b approx 6%[1] c approx 6%[1]	15%[5]	1 1 approx. 19%[8] 1 2 / 1 3 approx. 19%[8]	1 3 approx. 19%[8] 2 approx. 7% [10] 3 composition or translation approx. 22%[11]
Description	a Reading aloud[2] /I.1/. Examiner selects one of passages at random. Candidate is given time to prepare passage. b Conversation of prescribed topics[2] /I.2b/. List of ten topics prescribed[3]. Candidate should be ready to converse with the examiner on any four of the topics given in syllabus but should not be allowed to reel off material which appears to have been learnt by heart. Examiners will be free to ask questions on them as they wish but should try to maintain as natural a conversation as possible under the circumstances. c General conversation[2] /I.2/ Schools may choose between following methods: EITHER test is conducted and marked by the candidate's teachers. Schools record the tests of five candidates on tape[2]. Marks and tapes are sent to the Board. OR test who records the tests of a number of candidates.	3 1 Listening comprehension: reproduction in foreign language with aid of story outline[6] /II.3b/. Candidates read outline of narrative printed on the question paper, then teacher reads narrative aloud twice, first at ordinary rate then somewhat more slowly. No notes are to be taken during either reading, but the candidates have outline before them whilst passage is read and when they write their composition, which should be about 150 words[7].	1 1 Translation foreign language to English /III.1/. One passage. Colloquial or semi-colloquial. 1 2 EITHER Written comprehension: questions in foreign language; answers written in foreign language[9] /III.2b/. Each answer is to be in the form of a complete sentence. SEE IV WRITING. 1 3 OR Written comprehension: foreign language passage: multiple-choice questions in foreign language /III.2c/.	1 2 Written comprehension: questions written in foreign language; answers written in foreign language[9] /IV2/. Each answer is to be in the form of a complete sentence. See III READING. 2 Dictation[12] /IV.4/. 3 2 EITHER composition[13] /IV.3/. Candidates are required to write about 150 words in the past tense based on a picture series. 3 3 OR translation from English to foreign language /IV.1/. One passage.

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1 See Source 2 opposite

2 No information in Source 1: Instructions and information published: See Source 2 opposite

3 List published: See Source 1 and Section B opposite

4 See Source 3 opposite

5 Mark allocations published: See Source 3 and 4 opposite

6 No information in Source 1: See Source 3 opposite

7 See Source 4 opposite

8 Mark allocations published: See Source 5 opposite

9 No information in Source 1: See Source 5 opposite

10 Mark allocations published: See Source 6 opposite

11 Mark allocations published: See Source 4 opposite

12 Instructions published: See Source 6 opposite

13 No information in Source 1: See Source 4 opposite

Table 23 Oxford Delegacy of Local Examinations German Syllabus O 21 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No information published.)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(Board has published a list of grammar and structures in conventional terms which runs to under one page in Source 1. The list) defines the minimum which candidates should have studied for Ordinary Level. (and includes) only those elements of the language which a candidate needs to use actively, i.e. when writing or speaking German. It does not purport to be an exhaustive list and does not include elements required to be recognized but not used....(Source 1)

(No specific information has been published on individual papers, but the following information has been derived from the source indicated:)

Oral examination, conversation test

...an Ordinary Level candidate should be capable of attempting to continue a conversation on topics which lie within his experience, e.g. school, home, holidays and school excursions abroad....(Source 2)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(See mark allocations opposite)

(Board has published a nine page leaflet (Source 4) on marking procedures in French O 20, German O 21, Spanish O 22, Italian O 23, Russian O 24 for the written papers. The German section runs to one and a half pages. Each paper is dealt with separately and details of the marking scheme (positive or negative), scoring and marking principles are given, sometimes with examples to amplify a statement. The amount of detail on these items varies from paper to paper, from a few lines to several short paragraphs. In papers with a negative marking scheme, the Board gives details of the various categories of error, i.e. major or minor, with examples in the foreign language and details of the penalties incurred for such errors.

The marking scheme for the oral examination for the syllabuses listed above is covered seperately in Source 2.)

Oral examination, reading test

(Negative marking scheme. From fifteen marks, one mark is deducted)...for any error which makes a word incomprehensible in the context, and -½ for other errors....Errors which are truly identical... should be penalized the first time only. Immediate and spontaneous corrections by the candidate are to be accepted....(Source 2)

Up to two positive marks may be added if the candidate shows qualities of intonation, expression and fluency which warrant some recognition....(Source 2)

Oral examination, conversation test

(Positive marking scheme. Assessment) must take into account the candidate's ability to understand the questions, as well as his skill in using the language, and a swift response which shows complete conprehension deserves considerable credit....(Source 2)

D. SOURCES

All published by Oxford Delegacy of Local Examinations.

1 General Certificate of Education 1979. Regulations and syllabuses.

2 General Certificate of Education 1978. Ordinary level. Oral examinations in modern languages. Syllabuses O 20, O 21, O 22, O 23, O 24. Confidential instructions for the conduct of reading and conversation tests. ML3/S 1978.

3 General Certificate of Education. Ordinary level. Summer examination 1978. German O 21 Paper IV (Aural compr. C.I.)

4 Information on marking modern languages at Ordinary level. January 1978.

5 General Certificate of Education. Ordinary level. Summer examination 1978. German O 21 Paper II.

6 General Certificate of Education. Ordinary level. Summer examination 1978. German O 21 Paper I.

7 General Certificate of Education. Ordinary level. Summer examination 1978. German O 21 Paper III (C.I.).

Table 23 Oxford Delegacy of Local Ordinary level: German 0 21 Four written papers and an oral examination

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral examination, reading and conversation tests	Paper IV, Aural comprehension*	Paper II, Unseen translation and written comprehension	Paper I, Free composition Paper III, Dictation Paper IV, Prose composition*
Time	Reading about 5 mins Conversation about 5 mins[1] Oral examination 10 mins total	50 mins	1½ hours	I 50 mins III 30 mins IV 50 mins
Marks	Reading approx. 6% Conversation approx. 6%[2]	23%	II 1a approx. 15% II 1b approx. 15% II 2 approx. 8%[5]	I approx. 15% III approx. 12% IV 23%
Description	Reading aloud[3] /I.1/. Two passages available which teacher may alternate as he wishes. Candidate is given adequate preparation time. General conversation[3] /I.2/. Test should take the form of normal, natural conversation. Teachers should design and guide conversation so that candidate is obliged to be articulate and to express his ideas in extended form. Use of pictures or a simple series of questions may be needed as an introduction. Examination is conducted by candidates' teachers who record assessment of each candidate's ability in oral work only as shown in the course of preparation for the examination, and marks for reading and conversation[1].	Listening comprehension: questions given orally in foreign language; answers written in foreign language[4] /II.1d/. Passage is read once at normal speed, then one minute is allowed for note taking. Passage is in three sections, and each is dealt with separately. The first section is repeated, then questions are read out, but they may not be written down and note taking is not permitted during the reading. Each question is then read on its own, and candidate has two minutes to write answer to each question, which is repeated once during the two minutes. Second and third sections are dealt with in same way. Whole passage and all the questions are read again with five minutes for revision. During this final reading candidates may correct work as passage is read. Test is conducted by teacher. *See IV WRITING. This test is an alternative to prose composition.	Translation foreign language to English /III.1/. Two passages for translation from German into English[6]. Written comprehension: questions written in English; answers written in English[7] /III.2a/.	I Composition[8] /IV.3/. About 150 words. III Dictation[9] /IV.4/. IV Translation English to foreign language /IV.1/. One passage for translation from English into German[10]. *See II AURAL. This test is an alternative to aural comprehension.

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1. See Source 2 opposite

2. Information on mark allocations published: See Source 2 opposite

3. See Source 2 and Section B opposite. No information in Source 1

4. See Source 3 opposite: No information in Source 1

5. Information on mark allocations published: See Source 4 opposite

6. See Sources 4 and 5 opposite: No information in Source 1

7. See Source 5 opposite: No information in Source 1

8. See Source 6 opposite: No information on type of composition in Source 1

9. Instructions published: See Source 7 opposite

10. See Source 4 opposite

Table 24 Oxford Delegacy of Local Examinations German Syllabus 0 121 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(With the exception of the following papers, no information has been published.)

Paper IV, Listening comprehension

(to test) understanding of short dialogues, monologues and longer sequences....(Source 1)

Paper V, Reading comprehension

(to test) understanding of short statements and longer passages. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(Board has published a list of grammar and structures in conventional terms which runs to under one page in Source 1. The list) defines the minimum which candidates should have studied for Ordinary Level, (and includes) only those elements which a candidate needs to use actively, i.e. when writing or speaking German. It does not purport to be an exhaustive list and does not include elements required to be recognized but not used.... (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(See mark allocations opposite)

(Specific information on marking procedures has been published for the oral examination only in the alternative Syllabuses, French 0 120, German 0 121, Spanish 0 122 (Source 2). Information on scoring has been derived from the sources indicated.)

Paper I	Max. 50 scaled from 70 (Source 3)
Paper II	Max. 30 (Source 5)
Paper III	Max. 10 (Source 4)
Paper IV	Max. 40 scaled from 30. One mark awarded for each correct answer. (Source 6)
Paper V	Max. 40 scaled from 30. One mark awarded for each correct answer. (Source 7)

Reading test

Maximum ten marks....pronunciation is assessable separately from intonation, phrasing and fluency....(five marks are for pronunciation and five for fluency and evidence of comprehension, i.e. intonation and phrasing.) (Source 2)

Conversation test, set questions

(Five marks per picture)....Examining teacher may safely disregard pronunciation, while concentrating upon speed of response, fluency and grammatical accuracy. Complete sentences are not always necessary in the answers, but high marks cannot be given for a succession of one or two word answers. Full marks should be awarded only to answers which are relevant, reasonably full, grammatically accurate and fluent. Speed of response should also be taken into account....(Source 2)

Conversation test, general questions

(Five marks per picture. Same points of guidance as above)...fluency, grammatical accuracy and relevance of response to the actual question asked must all be taken into account. (Source 2)

D. SOURCES

All published by Oxford Delegacy of Local Examinations

1 General Certificate of Education 1979. Regulations and syllabuses.

2 General Certificate of Education 1978. Ordinary level. Oral examinations in modern languages. Alternative syllabuses in French 0 120, German 0 121 and Spanish 0 122. Confidential instructions for the conduct of reading and conversation tests. ML3/S (Alternative syllabus).

3 General Certificate of Education. Ordinary level. Summer examination 1978. German (Alternative syllabus) 0 121 Paper I.

4 General Certificate of Education. Ordinary level. Summer examination 1978. German (Alternative syllabus) 0 121 Paper III (C.I.).

5 General Certificate of Education. Ordinary level. Summer examination 1978. German (Alternative syllabus) 0 121 Paper II.

6 General Certificate of Education. Ordinary level. Summer examination 1978. German (Alternative syllabus) 0 121 Paper IV.

7 General Certificate of Education. Ordinary level. Summer examination 1978. German (Alternative syllabus) 0 121 Paper V.

Table 24 Oxford Delegacy of Local Examinations Ordinary level: German 0121 Five written papers and an oral examination

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral examination[1], reading test, conversational test (set questions and general questions and conversation)	Paper IV, Listening comprehension	Paper II, Unseen translation Paper V, Reading comprehension	Paper I, Free composition Paper III, Dictation
Time	About 10 mins	30 mins	II 35 mins V 40 mins	I 1½ hours III 30 mins
Marks	15%	20%	II 15% V 20%	I 25% III 5%
Description	Reading aloud[2] /I.1/. Two passages supplied which teacher may alternate as he wishes. Candidate is given preparation time before he begins. Questions on a single picture[2] /I.2c/. Four pictures are provided, teacher selects two of these randomly for each candidate. All the pictures should be used. Candidate is shown each picture and teacher asks the set questions without allowing him time to study it. Questions may be repeated once only but not rephrased. General conversation[2] /I.2/. Based on each picture. Not intended that every question indicated in the instructions should be put to each candidate. Idea is to develop as far as possible a conversation on fairly general lines within the subject matter suggested by the pictures and their associated topics. Questions may be rephrased if necessary. Three minutes should be sufficient in this part to make an adequate assessment. Conducted by candidate's teachers who tape record each test for moderation as well as marking it[3].	Listening comprehension: multiple-choice questions in foreign language /II.1e/. Based on short dialogues, monologues and longer sequences, all recorded on tape. Questions read aloud twice[4]	II Translation foreign language to English /III.1/. One passage to be translated from German into English. V Written comprehension: foreign language passage: multiple-choice questions in foreign language /III.2c/. Questions testing understanding of short statements and longer passages.	I Composition /IV.3/. Two compositions: one based on a short subject outline (about 150 words[5]) and the other based on a picture series (about 110 - 130 words in past tenses[6]) III Dictation[7] /IV.4/.

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[1] See Source 2 opposite: Source 1 does not give any information about the oral examination, except that it contains an element of structuring

[2] See Source 2 opposite: No information in Source 1

[3] Instructions published: See Source 2 opposite

[4] See Source 6 opposite

[5] See Source 3 opposite: Source 1 does not give any information on the number of words

[6] See Source 3 opposite: Source 1 does not give any information on the number of words or the use of tenses

[7] Instructions published: See Source 4 opposite

Table 25 Scottish Certificate of Education German Syllabus (Traditional) Ordinary grade Examination Board

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No specific information provided. Information is derived from the sources indicated:)

Paper II, Language practice

...to test the candidate's ability to use the foreign language in certain prescribed circumstances. (Source 4)

Oral proficiency assessment, questions on the oral reading text

The purpose of the questions should be the testing of the candidate's ability to manipulate the structures, vocabulary, tenses and idioms which occur in the text. (Source 4)

Oral proficiency test, general conversation on a topic

...to give the candidates an opportunity to express themselves freely with a minimum of prompting. (Source 3)
...to give the candidate an opportunity to express himself as freely as he can and to test his ability to talk with ease and spontaneity. (Source 2)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information provided. Information is derived from the sources indicated:)

Paper II, Language practice

...some (questions) will require factual answers about the content of the passage; others will test knowledge and use of vocabulary, manipulation of verbs and of common grammatical constructions, and the like. (Source 1)

Background knowledge

There will be no separate test...but common facts about the foreign country may be introduced (Source 1) (List of seven topics which candidates are expected to be acquainted with, e.g. main physical features.) (Source 1)

Oral proficiency test, general conversation on a topic

Four specimen topics provided: Geschenke, Das Schulleben, Die Bücher, Die Freizeit.

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(The Board has published specific information (Source 4) for all modern languages (Traditional) relating to the setting and marking procedures for each paper and the oral proficiency assessment in the form of a twenty-three page booklet which uses FRENCH as the example. Examples of the application of these schemes are given, including tabular presentations of acceptable and unacceptable renderings for the translation into English, aural comprehension and language practice tests. Assessment of oral proficiency is covered in greater depth in Source 6. Other information has been derived from the sources indicated:)
(See mark allocations opposite)

(The following information has been summarized from Sources 4 and 6, but where possible, extracts are quoted from the relevant texts. Summarized information is in brackets.)

Paper I, part a listening comprehension

(One mark for each essential item of information. Answers need not be in the form of complete sentences, although completeness and conciseness is expected for a good answer. Information added gratuitously incurs the loss of one mark, if ridiculous or contradictory to what has gone before. Provided that the information required by one question and supplied in answer to another is correct and appropriate, credit is given. Weak or faulty English should be penalised.) (Source 4) (Section runs to one and a half pages and includes specimen in FRENCH.)

Paper I, part b reading comprehension

(As for Paper I, part a, EXCEPT for the first sentence.) The cursory translation of part of the passage in answer to a question must be evaluated and marks awarded for items of information given. (Source 4) (Section runs to quarter of a page.)

Paper I, part b translation into English

(Divided into forty units, varying in length and difficulty, each worth ONE mark. This is lost if unit is omitted or contains any error. Weak or faulty English should be penalised. If passage is written in or includes historic present, candidates may render verbs by the present or past tense. Only first two inconsistencies are penalised.) (Source 4) (Section runs to three pages and includes specimen in FRENCH.

Paper II, Language practice

(Questions cannot be answered by direct quotation from the text; some manipulation is involved. Any answer that is correct or answers the question satisfactorily and clearly should be awarded full marks. Where an element of interpretation is involved and is wrong, no marks can be given. Provided that irrelevant information is grammatically correct, it should be ignored. One mark is deducted for each error in language, but repeated errors are not penalised. Half a mark (maximum ten half marks) is deducted for a mistake in accent, hyphen or apostrophe, minor spelling error.) (Source 4)

...candidates should be encouraged to express themselves as economically and succinctly as possible. (Source 4) (Section runs to three pages and includes specimen in FRENCH.)

...clarity of expression and correctness (is sought in answers). Where a question is to be answered in a sentence, a finite verb should be used; a subordinate clause of reason will be accepted as a sentence....answers to such questions in a word or phrase will not receive full marks. (Source 1)

Paper II, Written composition

(Four basic requirements are relevance, accuracy, vocabulary and idiomatic use of language, but candidates should attempt to write) a well-rounded / lively / imaginative / interesting essay....showing width of vocabulary and ease of expression...some use of dialogue, humour, depiction of character, or an original or telling phrase which shows acuteness of the candidate's observation. (Source 4) (Section runs to five and a half pages, including examples of six essays in FRENCH with details of mark scored and remarks.)

Oral proficiency, assessment (See footnotes 3 and 5 opposite)

Oral proficiency assessment, oral reading

(Marks are awarded by general impression with particular attention to pronunciation of individual sounds, intonation and fluency.) (Source 6)

Oral proficiency assessment, questions on the oral reading text

(Three marks per question. One mark is deducted for a major error and half a mark for other errors or where repetition and rephrasing of a question is required. Main emphasis is on relevance, comprehensibility and grammatical accuracy.) (Source 6)

Oral proficiency assessment, general conversation on a topic

...main qualities looked for are fluency, range of vocabulary and construction and ability to speak at some length with a minimum of prompting. (Source 6)

D. SOURCES

All published by the Scottish Certificate of Education Examination Board.

1 Conditions and arrangements 1979. Scottish Certificate of Education Examination Board, 1977.

2 Scottish Certificate of Education 1979 examination. Taped tests of oral proficiency in modern languages. Ordinary (Trad) and Higher grades. Instructions to teachers. (Not generally available. Issued only to selected centres.

3 Oral proficiency test. Teachers' estimates. German Ordinary grade. 10/72/1000.

4 Guidance for teachers on the setting and marking of school examinations. Modern languages. Scottish Certificate of Education Examination Board, 1971.

5 Scottish Certificate of Education and Certificate of Sixth Year Studies. 1978 examination. Handbook of instructions for invigilators. April 1978. (Not generally available.

6 Scottish Certificate of Education Ordinary (Trad) and Higher grades. Modern languages. Assessment of oral proficiency. 2/79/180.

Table 25	Scottish Certificate of Education Examination Board	Ordinary grade: German (Traditional)	Two written papers and an assessment of oral proficiency	
	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral proficiency test[1,2], part i oral reading, part ii questions on the oral reading text, part iii general conversation on a topic. (For sample group only. See below.) Oral proficiency assessment[3] (All candidates. See below.)	Paper I, part a listening comprehension	Paper I, part b reading comprehension, translation into English Paper II, Language practice	Paper II, Language practice Paper II, Written composition
Time	About 10 mins including 2 mins preparation time for i	15 mins for each passage	Ib 1½ hours II total 1½ hours	II total 1½ hours
Marks	i 4% ii 8% iii 8%	12%	I reading comprehension 16% I translation 16% II language practice 16%	II language practice 16% II written composition 20%
Description	Oral proficiency test i Reading aloud[3] /I.1/. Several passages provided to be used in rotation, then at examiner's/teacher's discretion. Candidate should be told to ask meaning of any unfamiliar key-word before he prepares text. ii Questions on passage read aloud in /I.1/[2] /I.2a/. Five set questions. Candidate should not be allowed to refer to text. Each question should be asked once only, but may be repeated if answered innappropriately or no answer is given. If there is still no response, examiner/teacher should pass on to next one. Questions should not be rephrased. iii Questions from a set list[4] /I.2b/. Topics may be varied with different candidates. One should be chosen and introduced in the foreign language, using questions provided. Examiner/teacher should feel free to develop conversation according to candidate's interests and responses, prompting him, if necessary. If first topic is unfruitful, a second may be broached. Candidate should be encouraged to talk freely. Oral proficiency assessment Reading aloud[5] /I.1/. Questions on passage read aloud in /I.1/[5] /I.2a/. Simple questions should be asked based directly and indirectly on the text. General conversation[6] /I.2/. Candidate should be given opportunity to talk freely on matters of personal or general interest.	Listening comprehension: questions in written English[6] /II.1a/. Two passages of continuous prose. Candidates complete answers to first passage, before listening to second. Passage is read twice by the teacher with two minutes between readings, during which the candidates are allowed to study questions for the passage concerned. Notes may be made at any time during the test. Answers need not be in complete sentences.	Ib Written comprehension: questions written in English; answers written in English /III.2a/. Passage of continuous prose. Ib Translation foreign language to English /III.1/. One passage. Candidates will be expected to show accurate understanding of the meaning of the passage by expressing it in clear and acceptable English. II Written comprehension: questions written in foreign language; answers written in foreign language /III.2b/. Short and relatively simple passage. Questions will be such as might be used in class for language practice[7]. SEE IV WRITING.	Written comprehension: questions written in foreign language; answers written in foreign language /IV.2/. Short and relatively simple passage. Questions will be such as might be used in class for language practice[7]. SEE III READING. Composition[5] /IV.3/. 150 - 200 words, requiring expansion of a short summary telling of a story based on a picture series, or writing of a letter. Choice of two subjects each year.

[1] Oral proficiency test applies only to the sample selected by the Board to be tested. Visiting examiners or teachers conduct tests using materials provided by Board; teacher-conducted tests are recorded and externally marked. See Sources 1 and 2 opposite

[2] Information published: See Source 2 opposite. Specimen test published: See Source 3 opposite

[3] Presenting authorities are required to give a numerical mark for oral proficiency (which amounts to fifty) for all candidates, based on their normal performance in the activities described above. above. See Source 1 opposite

[4] Information published: See Source 2 opposite: Specimen test published: See Source 3 and Section B opposite

[5] Information published: See Source 4 and Section C opposite

[6] In addition to information in Source 1, Board has published specific information for invigilators in the listening comprehension test: See Source 5 opposite. See also Section C opposite

[7] See Sections B and C opposite

Table 26 Scottish Certificate of Education German Syllabus (Alternative) 'O' grade

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No specific information provided but the following information has been derived from the sources indicated:)

Section II, Questions in the foreign language

...to test the candidate's ability to understand the language spoken at a reasonable speed and to answer promptly and accurately within the limits set by the questions. (Source 1)

Section III, Oral composition

...to test the candidate's ability to tell a simple story in the foreign language. (Soure 1)

Section VI, Written composition

...to test the candidate's ability to express simple ideas and feelings in the foreign language with reasonable accuracy. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information provided but the following information has been derived from the sources indicated:)

Prescribed topics for the examination

In dealing with the...topics candidates will be expected to be able to use only simple everyday vocabulary and idiom. (Source 1) (Fifteen major topic areas are listed, some with closely allied subject areas, e.g. school; cinema and theatre.) (Source 1)

Background knowledge

There will be no separate test of background knowledge, but common facts about the country may be introduced. (Source 1) (Seven major topic areas are listed, some with closely allied subject areas, e.g. well-known buildings, streets and other prominent features in the chief cities.) (Source 1)

Section I, Oral reading

Passages...should be straightforward, easily comprehensible and of an appropriate standard. Individual words which may provide excessive difficulties of pronunciation should be avoided. Inclusion of direct speech will more effectively test intonation, but pure dialogue form is of course unacceptable. (Source 2)

Section II, Questions in the foreign language

Questions set should be uncomplicated, readily comprehensible and reasonably brief....An attempt should be made to test a reasonable range of verb forms and tenses. (Source 2)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(The Board has published specific information (Source 4) for all modern languages in the Traditional Syllabuses relating to the setting and marking procedures for each paper.) Much of this information applies equally to the Alternative examinations although this is not specifically stated in the text. (Source 2) (Source 2 which runs to four pages of typescript gives detailed information about the setting and marking procedures for each test, and is referred to here unless otherwise stated.)

Section I. Oral reading

Candidates will be expected to read with understanding and fluency. They will also be required to read with correct pronunciation and appropriate intonation. (Source 1)
(See also Source 4 for relevant information on criteria and marking.)

Section II, Questions in the foreign language

i. Since the ability to understand the language spoken at a reasonable speed and the ability to answer promptly and accurately are both being tested, a mark should be awarded for the former as well as for the latter. As answering is a productive manifestation of the language...it carries a greater weighting than understanding...; ii. Each of the ten questions carries two marks; iii. Full marks...for minimum correct, relevant answers which can be a) a sentence...; b) a subordinate clause of reason. Half mark per question ...for clear evidence of understanding of the question, whether or not the answer is grammatically accurate. One and a half marks...for the grammatical accuracy and comprehensibility of a fluent answer; iv. Every grammatical mistake...and every part which is not comprehensible should be penalised with the deduction of half a mark, up to a maximum of one and a half marks; v. No marks...a) if an answer is not comprehensible, b) if an answer shows total misunderstanding of or is totally irrelevant to the question asked, even if the answer is grammatically correct; vi. Answers that do not contain the stated minimum requirement should lose half a mark every time this occurs, up to a maximum of five marks, even if otherwise correct and relevant, appropriate and comprehensible..; vii. Weaknesses in pronunciation should not be penalised unless they lead to difficulties of understanding; viii. No penalty should be exacted for errors contained in those parts of answers that exceed the minimum required. (Source 2) (Examples of marked answers based on questions in the 1977 FRENCH paper are given showing the mark awarded for unacceptable answers and explaining the deductions made.) (Source 2)

Section III, Oral composition

...no deduction should be made for appropriate use of present tenses throughout....allowance must be made for the limited-time factor and lack of opportunity afforded candidates for reflection and revision....a candidate who speaks fluently and tells the story well in other respects should not be penalised for failure to round the story off satisfactorily.... Candidates' compositions are assessed...on an overall impression mark....Omission of sizeable sections...would bring the impression mark down by a pegged mark or more....A candidate whose narrative is minimal or sketchy and whose delivery throughout is slow and hesitant with long gaps resulting in failure to reach the end of the story should be subject to the additional penalty on the impression mark....Mistakes of pronunciation and intonation...should not be specifically penalised unless comprehension is impeded. (Source 2) The qualities looked for are relevance, comprehensibility, an adequate knowledge of basic vocabulary and constructions, fluency and a reasonable degree of accuracy. (Source 1)
(Forty marks with seven categories of grading.) (Source 2)

Section IV, Listening comprehension

(The principles outlined in the Traditional Syllabus apply.) (Source 2) (Refer to Source 4 and Table 25)

Section V Reading comprehension

(The principles outlined in the Traditional Syllabus apply.) (Source 2) (Refer to Source 4 and Table 25)

Section VI Written composition

The same basic requirements of relevance, accuracy, vocabulary and idiomatic use of language apply as to assessment of Traditional written composition...with...provisos (Source 2)
(Refer to Source 4 and Table 25)
Candidates' compositions are assessed by the Board's examiners on an overall impression mark. (Source 2) (Twenty marks with seven categories of grading.) (Source 2)

D. SOURCES

All published by the Scottish Certificate of Education Examination Board.

1 Scottish Certificate of Education Examination. Conditions and arrangements 1979.

2 Modern languages (Alternative) on the Ordinary grade. Supplement to the booklet "Guidance for teachers on the setting and marking of school examinations: Modern languages".

3 Alternative Ordinary grade examinations in modern languages. Instructions to nominated teachers. 1978.

4 Guidance for teachers on the setting and marking of school examinations. Modern languages 1971.

Table 26 Scottish Certificate of Education Ordinary grade: German (Alternative)

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral sections, Section I oral reading, Section II questions in the foreign language, Section III oral composition[1]	Section IV Listening comprehension[2]	Section V Reading comprehension	Section VI Written composition
Time	oral section approx. 15 mins comprising: I 2 mins plus 2 mins preparation time II approximately 5 - 6 mins[2] III 3 mins plus 4 mins preparation time	30 mins (15 mins per passage)	1 hour	45 mins
Marks	I approx. 7% II approx. 13% III approx. 27%	approx. 13%	approx. 27%	approx. 13%
Description	I Reading aloud /I.1/. Candidates have two minutes to prepare the passage and two minutes to record their reading of the passage[3]. II Questions on a specified topic /I.2b/. Ten questions recorded on tape by native speakers based on a general topic drawn from the list of prescribed topics[4]. The topic is announced in English and the foreign language at the beginning of the test. There will be a short pause for candidates to consider the topic before the speakers begin to ask the questions. Each question will be asked twice followed by a pause of approximately ten seconds during which the candidates record their answers. Candidates should answer in a sentence and the verb tense should be appropriate to the question set[2,3]. III Narrative based on a series of pictures /I.2d/. Based on four to six pictures. Candidates have four minutes to prepare their composition and three minutes to record it. Brief notes may be made during the preparation time. Candidates may use any appropriate tense. The examination of each candidate is recorded on tape. The tapes are sent to the Board for marking[2].	Listening comprehension: questions in written English; answers in written English /II.1a/. Based on two passages, including one dialogue, recorded by native speakers. Each passage is dealt with separately. The passages are played twice with an interval of two minutes between the playings, during which candidates have an opportunity to study the questions set on that passage. Notes may be made at any time during the test. Answers need not be in complete sentences.	Written comprehension: questions written in English; answers written in English /III.2a/. Continuous passage of modern prose. The chief emphasis is on understanding the salient points in the passage.	Composition /IV.3/. Letter (100 - 130 words)

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[1] Additional information and instructions published: See Sources 2 and 3 opposite

[2] See Source 3 opposite

[3] See Source 2 and Section B opposite

[4] List published: See Source 1 and Section B opposite

Table 27 Southern Universities Joint Board German Syllabus 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No information provided)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No information provided)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(No information provided. Heads of each school may submit an estimate of the merits of the candidates in each subject they offer for the examination and such estimate shall be taken into account by the Board.) (Source 1)

(See mark allocations opposite)

D. SOURCES

All published by the Southern Universities Joint Board for School Examinations.

1 General Certificate of Education 1979. Regulations and syllabuses.

2 General Certificate of Education. Ordinary level. German I A. Teacher's paper. June 1978. Instructions to teachers who are to read the German story to their candidates 13/T.

3 General Certificate of Education. Ordinary level. German I A and I B. Paper I A Aural reproduction. June 1978 13/I A and I B.

4 General Certificate of Education. Ordinary level. German II. June 1978 13/2.

Table 27 Southern Universities Joint Board Ordinary level : German Three written papers and an oral examination

	I ORAL	II AURAL	III READING	IV WRITING
Paper	**Oral examination, part ii reading aloud, conversation**	*Paper part A aural reproduction	Paper II, part i translation from German into English	Oral examination, part i, dictation *Paper I, part B translation from English into German Paper II, part ii free composition
Time	not indicated	40 mins plus reading time[1]	Paper II total 2 hours	Oral examination not indicated IB 1¼ hours II total 2 hours
Marks	**Reading aloud 7½%** **Conversation 10%**	25%	22½%[3]	Dictation 12½% IB 25% IIii 22½%[3]
Description	**Reading aloud /I.1/.** **General conversation /I.2/.**	Listening comprehension: reproduction in foreign language with aid of story outline /II.3b/. Candidates have before them an outline of the story in German which they retain during the test[2]. Story of 230 - 250 words in German will be read by teacher to candidates three times with a pause of five minutes between second and third readings. Candidates then have to reproduce it in at least 150 words of German. Each of the three readings must be at normal reading speed. Candidates must not take notes during the readings but may do so during the five minute interval[1]. *Paper I, part A is an alternative to part B. See IV WRITING.	Translation foreign language to English /III.1/.	Dictation /IV.4/. Translation English to foreign language /IV.1/. Involves contrasting styles, e.g. conversational and descriptive. Composition /IV.3/. About 150 words. Choice of four subjects. *Paper I, part B is an alternative to part A. See II AURAL.

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[1] See Source 2 opposite

[2] See Source 3 opposite

[3] Additional mark allocation information published: See Source 4 opposite

Table 28 Welsh Joint Education Committee German Syllabus 0136 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No specific information provided.)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(With the exception of the oral examination, part a, no specific information provided.)

Oral examination, part a, conversation test

(Committee has published list of) conversation topics with illustrative examples of questions that may be used to start a conversational exchange. (Source 2) (Ten topics, eg Zeit, Alter, Datum usw., each with ten suggested questions.) (Source 2)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Mark allocations for each test except Paper Oc are indicated on the examination papers. With the exception of the following paper, no information provided. The following information is not specific but derived from the source indicated.)

Paper Ob, comprehension

In each answer the main verb [or verbs] must be in the tense employed in the question.... penalties will be incurred if spelling errors are made in the process of transferring essential words from the text. The wholesale copying of those portions of the passage that are believed to contain the necessary replies is highly unlikely to earn maximum marks. Candidates are required to be selective and to make use of only what is necessary to ensure complete answers. (Source 4)

D. SOURCES

All sources listed below are published by the Welsh Joint Education Committee

1 General Certificate of Education. Certificate of Secondary Education.1979. Regulations and syllabuses.

2 General Certificate of Education. Oral examinations in modern languages. German Ordinary level.

3 General Certificate of Education. German Oc. Aural comprehension (instructions) June 1978.

4 General Certificate of Education. German Ob. June 1978.

5 General Certificate of Education. German Oa. June 1978.

6 General Certificate of Education. German dictation Od. June 1978.

Table 28 Welsh Joint Education Committee Ordinary level: German: 0136 Two written papers, a dictation, and an oral test

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral examination, part a conversation test; part b oral composition test	Paper Oc, Aural comprehension test[2]	Paper Ob, part a translation into English of one unprepared prose passage; part b written comprehension test[2]	Paper Oa, part a translation into the foreign language; part b either composition based on a familiar subject (outline given) or composition based on a picture series or letter Paper Ob, part b written comprehension test[2] Paper Od, Dictation
Time	12 minutes	40 mins	Ob total 1½ hours	Oa 2 hours Ob total 1½ hours Od not indicated
Marks	Oral examination total 20%	Oc 12%[3]	a 14%[5] b 12%[5]	Oa(a) 16%[6] Oa(b) 20%[6] Ob(b) 12%[3] Od 6%
Description	a Conversation on prescribed topics /I.2b/. Based on list of ten conversation topics[1] with examples of questions which may be used to start a sustained conversation. b Narrative based on a series of pictures /I.2d/. Candidate is expected to tell story of an incident(s) depicted in a picture series. He is given a short time to study pictures. Each school submits a list, arranged in order of merit, of all the candidates entered, showing school's assessment of the oral competence of each candidate. Examiners visit schools and select from each school's entry candidates to be examined. Where entry is small, examiner may test all the candidates. Elsewhere, sufficient candidates are selected for examination to enable examiners to provide, if necessary, for all the candidates revised assessments based on the school's original assessments and on their appraisal of the standard attained by candidates in relation to the general standard of oral performance in other schools.	Listening comprehension: questions written in foreign language; answers written in foreign language[4]. /II.1b/. Whole passage is read aloud to candidates by teacher, then candidates have five mins to study questions and make notes. Passage is read again in three sections. After each section has been read, candidates have seven mins to answer questions set on that section and to scrutinize questions set on next section. Whole passage is read a third time with five mins for revision. Note taking is not permitted during readings.	a Translation from foreign language to English /III.1/. One passage. b Written comprehension: questions written in foreign language; answers written in foreign language. /III.2b/. See also IV WRITING.	Oa(a) Translation from English to foreign language /IV.1/. One passage. About 120 words. Oa(b) Composition /IV.3/. 180-200 words in past tenses, where appropriate[7]. Either continuation of story outline, or letter, or story based on picture series. Ob(b) Written comprehension: questions written in foreign language; answers written in foreign language /IV.2/. See also III READING. Od Dictation[8] /IV.4/. 80-100 words. A passage from an easy foreign text.

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1 List published: see Section B and Source 2 opposite

2 Paper Oc is taken in conjunction with Paper Ob

3 Mark allocations for each test are printed on all other examination papers. No indication of allocation for Paper Oc. (Mark derived by deduction.)

4 See Source 3 opposite

5 Mark allocations are printed on examination papers. See Source 4 opposite

6 Mark allocations are printed on examination papers. See Source 5 opposite

7 See Source 5 opposite

8 Instructions published: see Source 6 opposite

Table 29 Welsh Joint Education Committee Alternative German Syllabus 0136 GCE/CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No specific information provided.)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information provided but the following information has been derived from the source indicated.)

Paper 2, Q1

The examiner tries to confine the question to 'everyday' even simple vocabulary.... (Source 5)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information has been published on the oral examination only (Source 2). Remaining information is derived from the source indicated.) (See mark allocations opposite.)

Oral examination, Q1

A maximum of 1 mark...for answers to questions from Sections 1-4. For Section 5 the maximum mark is 2. The following criteria should be used in marking: (a) A correct and sensible response is required (demonstrating) that the question has been understood.(Source 2: example given); (b) Grammatical accuracy is required....For each mistake ½ mark should be deducted. For consequential errors no further deductions are made....2 marks for answers in Section 5 are to be considered as a maximum (awarded) only for those answers which clearly produce more German with accuracy than answers to Sections 1-4....A longer answer should be marked on its merits...but an answer containing an error should not be given full marks. (Source 2):examples given, showing how marks would be allocated.)

Oral examination, Q2

A maximum of one mark (for) answers to the first three questions on each picture. For full answers to the fourth question...maximum...two marks. (Source 2) (Marking principles as for Q1 above.)

Oral examination, Q3

...candidates who produce only material learnt by heart must be heavily penalised [a maximum of 5 marks should be given in such cases]....a mark (is awarded) for overall impression using the scale (stipulated which ranges from 0-19 with 6 categories of grading). (Source 2)

Paper 1, Q1, i and ii

(Marked first as a comprehension exercise. In the case of candidates who choose the translation option, the ten marks allocated to answers to the English questions are awarded if the answers to the questions can be deduced from the translation. The translation is then re-marked) and a further 6 marks (awarded) for key words and phrases correctly rendered. (Source 5)

Paper 1, Q2

...maximum marks awarded to each answer in Groups A,B and C (are) 2,3 and 4 respectively, one mark being deducted for each major error. A minimum mark of ½ (for) each answer (showing) comprehension of the passage and the question asked...awarded irrespective of linguistic merit. (Source 5)

Paper 2, Q1

...6 marks (for each visual) for the correct rendering of the German items considered essential to the question, and 4...for other material or the use of good varied sentence construction....Final mark...divided by 6. (Source 5)

Paper 2, Q2

(Marked out of 70. One mark deducted for each linguistic error; total remaining is divided by 10) before being added to a further mark out of 7 (reflecting) the examiner's assessment of the candidate's competence in terms of the range and complexity of the vocabulary and sentence constructions used. (Source 5)

Aural test, Q1

...each situation (awarded) a maximum of 10 marks, of which 7 (are) for the information given, irrespective of linguistic error, provided that the...meaning (is) clear. (Remaining 3 marks are for the quality of the German. Total marks(are) divided by 10. (Source 5)

Aural test, Q2

1 mark (allocated) to each visual...gained by relating clearly, in English or German, the part of the story suggested by the visual....further 3 marks (for) each section (awarded) for the quality of the German used. (Source 5) (A question) cannot be answered well by interpreting the visuals alone without reference to the text. (Source 5) Candidates should be urged to listen more closely to the text, rather than rely on the visuals. (Source 5)

D. SOURCES

All the sources listed below are published by the Welsh Joint Education Committee

1 General Certificate of Education. Certificate of Secondary Education. Regulations and syllabuses 1979.

2 General Certificate of Education. Certificate of Secondary Education. Alternative syllabus in German 1978. Oral examination marking scheme. BFE/MR/M987 2/77.

3 Circular GCE No. 78R. Circular CSE No. 70R. GCE/CSE Alternative syllabus in German Oral Examination.

4 General Certificate of Education. Certificate of Secondary Education. Alternative syllabus GCE/CSE Aural comprehension. Instructions to readers. June 1978.

5 Examiner's report German 1978. Alternative syllabus GCE/CSE.

Table 29 Welsh Joint Education Committee Ordinary level: German: 0136 (Alternative)

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral test, Q1; Q2; Q3 Free conversation (same for Option 1 and Option 2)	Aural test, Q1; Q2 either Option i or Option ii (referred to below as Option 1 and Option 2)	Paper 1, Q1 either Option i or Option ii; Q2 either Option i or Option ii (referred to below as Option 1 and Option 2)	Paper 1, Q2 either i or ii (referred to below as Option 1 and Option 2) Paper 2, Q1; Q2
Time	not indicated	1 hour	Paper 1 total 1¼ hours	Paper 1 total 1¼ hours Paper 2 total 1¼ hours
Marks	Option 1 Q1 3%[1] Q2 7½%[1] Q3 9½%[1] Scales to 20% Option 2 Q1 approx 4%[1] Q2 approx 9%[1] Q3 approx 11%[1]	Option 1 Q1 10% Q2 16% Option 2 Q1 Approx 12% Q2 Approx 12%	Option 1 Q1i 16% Q2 14% Option 2 Q1ii Approx 12% Q2ii Approx 12%	Option 1 Paper 1 Q2 14% Paper 2 Q1 10% Paper 2 Q2 14% Option 2 Paper 1 Q2 Approx 12% Paper 2 Q1 Approx 12% Paper 2 Q2 Approx 17%
Description	Q1 Conversation from set lists /I.2b/. Candidates are asked five questions selected by teacher from series of 25, graded for difficulty, divided into five equal sections. Q2 Conversation on single pictures /I.2c/. Four set questions on each of three pictures. Short time for preparation. Q3 Conversation on a prepared topic /I.2b/. Candidates will be required to give a short talk on a chosen topic, on some aspect of course work or on own particular interests or answer questions on familiar subjects. As aim is free conversation, teacher should discourage set prepared questions presented without variation to each candidate, and rehearsed speeches. There should be some general discussion between candidate and teacher about the topic. Conducted and marked by class teacher on basis of the mark scheme provided. Assessment is subject to external moderation. In order to facilitate this, teachers are asked to record a sample for submission to the examiner[2].	Option 1 Q1 Listening comprehension: questions written in foreign language; answers written in foreign language /II.1b/. Series of about ten short passages. Candidate will be required to give answers in German to one question asked in German on each of passages. Passages consist of short narrative and dialogue extracts. During first reading at normal conversational pace, there is a 30 seconds pause between each extract and next so that candidates may study questions although they must not write anything. In second reading, extracts are read separately and after each extract there is a pause of 2 mins to enable candidates to answer question relating to it, then extract is read a third time with a 30 sec seconds pause for revision[3]. Q2 Listening comprehension: reproduction in foreign language with aid of picture sequence /II.3b/. Passage is read to candidates who have before them outline of story in form of illustrative cartoons. Candidates will be required to re-tell the parts of the narrative to which pictures relate, in German. Whole passage is read once at normal conversational pace. Then there is a pause of three mins for candidates to make notes. Passage is read a second time in two sections. Section 1 is read followed by a 15 mins pause for candidates to write their answers, Section 2 is dealt with in same way. Answers should be in past tense, except where another tense is more appropriate[3]. Option 2 1 As for Option 1 2 As for Option 2, but candidates have to re-tell story in English.	Q1 Option 1 Translation foreign language to English /III.1/. Passage (about 150 words) to be translated from German into English. Option 2 Written comprehension: questions written in English; answers written in English /III.2a/. Candidates will be required to answer series of questions on passage set in Option 1 above. Q2 Option 1 Written comprehension: questions written in foreign language; answers written in foreign language /III.2b/. Three graded groups each containing three passages of 30 words. Candidates will be required to answer series of four questions on passages 2 and 3. See IV WRITING. Option 2 Candidates will be required to answer series of four questions on passages 1 and 2. See above. See IV WRITING.	Option 1, Paper 1 Written comprehension: questions written in foreign language; answers written in foreign language /IV.2/. Three graded groups each containing three passages of 30 words. Candidates will be required to answer series of four questions on passages 2 and 3. See III READING. Option 2, Paper 1 Candidates will be required to answer series of four questions on passages 1 and 2. See above. See III READING. Option 1 and Option 2 Paper 2 Q1 Picture test: written questions in foreign language; written answers in foreign language /IV.5/. Written answers in German in response to a question set in German on each of about six unrelated pictures. At least one picture is answerable in the present tense. Q2 Composition /IV.3/. 120-140 words on one of the following: a) familiar subject, outline of the treatment given, b) letter c) story based on series of pictures.

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[1] Information on mark allocations published: see Source 2 and Section C opposite

[2] See Source 3 opposite

[3] See Source 4 opposite

Table 30 Associated Examining Board Italian Syllabus 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No specific information published, but the following information has been derived from the sources indicated.)

Paper 2, Use of language and compositions, part a; Paper 4, Oral test; Paper 4, part ii, picture and questions

(See Table 1, (AEB French Syllabus I) Section A giving information for French which appears to be applicable also to Italian in view of the close similarity between the examinations.)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(With the exception of Paper 2b, no specific information has been published. Information is derived from the sources indicated.)

Paper 2, Use of language and compositions, part a

In some cases the degree of manipulation might be quite small, in others fairly extensive; it might involve changes of tense or word-order, the conversion of Direct Speech to Reported Speech and vice versa, or sometimes the composition of an entirely new sentence. (Source 5: this relates to French examination, which has an identical syllabus.)

Paper 2, Use of language and compositions, part b i, and ii

...candidate will be expected to show a range of vocabulary and structures. (Source 4)

Paper 2, Use of language and compositions, part b i, a and b

(Letters) may be formal or informal. (Source 4)(Formal letters: four situations listed e.g. hotels, plus...other situations which arise naturally out of vocabulary within the range of candidates offering themselves for 'O' level. (Source 4) (Informal letters:five situations listed, e.g. pen-friend.) (Source 4) (A list of ten topics are given which) are among the most common which might be included in both formal and informal letters: e.g. personal details.... (Source 4) (Nine major topic areas listed. e.g. personal details.) (Source 4)

Paper 2, Use of language and compositions, part bii a

(Narrative account) based on fairly limited 'scene-setting' in the foreign language.... (Source 1)

Paper 4, Oral test, part i general questions

...questions of a general nature and appropriate to (candidate's) experience. (Source 1)

Paper 4, Oral test, part ii picture and questions

...to test (candidate's) ability to use language structures appropriate to the description of persons, places, activities, objects and situations. (Source 1)

Paper 4, Oral test, part iv role-playing

...might include everyday activities such as buying flowers in a florist's, sending a telegram at the Post Office. Each role-playing situation will have a strictly practical application .... (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(No specific information published, but see Table 1 (AEB French Syllabus I) Section C, giving information for French which appears to be applicable also to Italian in view of the close similarity between the examinations. Information has been derived from the sources indicated.)

Paper 2, Use of language and compositions, part bi and ii

...marks will be awarded positively for quality and accuracy of language. There will...be penalties for lack of relevance. (Source 4)

D. SOURCES All published by the Associated Examining Board.

1 Syllabuses 1979. Section IV. Languages: modern and classical.

2 June examination 1978. Modern languages - oral examination and dictation test. Ordinary and Advanced levels. Modern languages/M Form. AEB, 1978.

3 Reports of examiners. June examination 1978. Section 4. Languages: modern and classical. AEB, 1978.

4 Modern languages - Ordinary level. Statement of policy in relation to Paper 2. French Syllabus I and II (030 and 130); German Syllabus I and II (037 and 137); Italian (044). Paper 2 Use of language and composition.

5 Modern languages - Ordinary level. Statement to clarify the requirements of the Board in relation to Question 1 of Paper 2. French Syllabus I and II (030 and 130). Paper 2 Use of language and composition.

Table 30 Associated Examining Board Ordinary level:Italian Three written papers and an oral test

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Paper 4, Oral test: part i general questions; part ii picture and questions; part iii narrative on a series of pictures; part iv role-playing	Not examined	Paper 1, Translation into English	Paper 2, Use of language and compositions, part a, part bi, part bii Paper 3, Dictation
Time	About 15 mins plus 15 mins preparation for iii and iv		1 1½ hours	2 total 2 hours 3 30 mins
Marks	i 10% ii 5% iii 5% iv 5%		1 Each passage 15%[2](Paper 1 total 30%)	2a 20%[2] 2bi Approx. 9%[2] 2bii Approx. 9%[2] 3 Approx. 7%
Description	i General conversation [1]/I.2/. Candidate will be asked questions of a general nature and appropriate to his experience. ii Questions on a single picture /I.2c/. Candidate will be given a single picture in the examination room and asked a series of questions to test his ability to use language structures appropriate to the description of persons, places, activities, objects and situations. iii Narrative based on a series of pictures /I.2d/. Candidate will be required to relate in third person, past tense, the story depicted. iv Role-playing /I.3/. Candidate will be asked to initiate conversation and reproduce language appropriate to a particular situation or activity described by the examiner which might include everyday activities such as buying flowers in a florist's, sending a telegram at the Post Office. The situation has a strictly practical application and is explicitly stated and detailed in English. The candidate will be encouraged to take the initiative and the examiner by his intervention in the role-playing will place the candidate in the position of having to develop the situation further or of having to modify a previous line of action. Conducted by a visiting examiner[1].		1 Translation foreign language to English /III.1/. Two passages for translation from Italian into English.	2a Written comprehension: questions written in foreign language; answers written in foreign language[3,4] /IV.2/. Prose passage(s). See III READING 2b Composition /IV.3/. Two compositions. About 100 words each. i Either (a) Letter stimulated by specific instructions given in the foreign language; or (b) Letter in answer to a letter printed on paper in the foreign language. Letters may be formal or informal[5]. In bi there are about seven/eight points which the candidate should take up or answer[6]. AND ii Either (a) Narrative account based on a limited scene-setting in foreign language; or (b) Story based on picture series. ii(a) and ii(b) should be written using past tenses for the narrative. 3 Dictation /IV.4[7].

1 See Source 2 opposite

2 Information on mark allocations published. See Source 3 opposite

3 See Section A opposite

4 This test is intended by Board as a manipulation test. No marks awarded for comprehension. See Source 5 opposite

5 See Source 4 and Section B opposite

6 See Source 4 opposite

7 Instructions published: See Source 2 opposite

Table 31 University of Cambridge Local Examinations Syndicate Italian Syllabus 313 'O' Level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No information provided.)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information provided, but the following information has been derived from the sources indicated.)

Paper 5 and 6, Oral test, part ii conversation based on picture

...candidates will be required to demonstrate reasonably competent understanding and use of at least the present tense and a past tense, and an adequate range of lexis and structure. (Source 2)

Paper 5 and 6, Oral test, part iii discussion of prepared topic

(Ten prescribed topics, e.g. school life.) Candidates will be required to prepare three topics: these may all be taken from the list...or may include further topics of the candidate's own choosing.... (Source 2) ...each candidate should...seek an aspect which interests him particularly. The subject matter itself should be stressed less than the candidate's own involvement in the topic he is to discuss. The latter may be related quite freely to his own country or to a foreign country or to a comparison of the two. (Source 2)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information is provided on marking principles for the Oral test in Source 2. This document runs to approx.fifteen pages, giving detailed instructions for the modern language syllabuses at 'O' and 'A' level. All papers except Papers 1 and 2 are covered. Information on the Oral test, Papers 5 and 6, runs to approx.five pages, covering the conduct of the examination, examining techniques and marking principles. Source 5 intended for the 1980 examination, gives identical information but with two additional pages devoted to an examiners' guide to marking covering each part of the Oral test. Information on grading, marking principles, and the general aspects of the performance of candidates in various mark ranges is given. Other information is derived from the sources indicated.)
(See mark allocations opposite.)

Paper 2, part ii , Reading comprehension

Each answer should be concise and suit the tense of the question. Marks will not be awarded for material merely copied from the text. Questions will normally require answers in the third person. (Source 3)

Paper 5 and 6, Oral test, part i reading test

Marks will be awarded both for accuracy of pronunciation, and for intonation, expression and general fluency. (Source 2)

Paper 5 and 6, Oral test, part ii conversation based on picture

It should be made clear to candidates that it is their responsibility to convince the examiner of their competence in the spoken language. Whilst the examiner will make every effort to encourage candidates to speak and lead them on to topics of interest to them, candidates who persist in giving only very brief or monosyllabic replies cannot expect to receive many marks. (Source 2)

Paper 5 and 6, Oral test, part iii discussion of prepared topic

(The Syndicate has provided guidance to teachers.) (Source 2)

...if a candidate wishes to prepare material with a highly factual content, e.g. relating to history or geography, the teacher should make certain that the candidate can actually discuss his material and not simply give a memorized lecturette, for which he will be penalized. The candidate's general ability to talk fluently in the foreign language far outweighs the importance of the factual content...and the title as such is only to be regarded as the starting point for a conversation which should be as far as possible spontaneous and natural. (Source 2)

The candidate should be helped to show to his best advantage his ability to converse freely in the language.... (Source 2) Whilst the majority of the marks will be awarded for grammatical accuracy and use of structures, idioms and vocabulary, further positive marks will be awarded for general fluency and conversational ability.... Individuals or groups of candidates who produce almost identical rehearsed lecturettes will not therefore gain high marks....candidates who follow up an elegant,polished speech with short,ungrammatical replies will be marked on their performance as a whole, and the preliminary speech may be largely disregarded. Candidates will be awarded marks for variety and interest as well as accuracy. (Source 2) (The Syndicate lists the six techniques to be avoided.) (i) The lecturette (with) little or no spontaneous conversation. (ii) The interrogation, where the teacher asks simple questions requiring automatic answers.... (iii) Excessive participation on the teacher's part, with monosyllabic answers from the candidate. (iv) Almost identical over-rehearsed pseudo-discussion, where the same questions are put to different candidates at the same point in a topic. (v) A marked repetition of prepared questions and answers. (vi) Excessive concentration on subject matter detail. Relatively few marks are awarded for content.... (Source 2)

D. SOURCES

All published by the University of Cambridge Local Examinations Syndicate.

1 General Certificate of Education and Use of English Examination 1979. Syllabuses in English Subjects, Classics, Modern Languages, General Studies, General Paper, Use of English. Subject Syllabus EL (1979). July 1977

2 General Certificate of Education. Modern Languages. Syllabuses, additional notes, and instructions. Syllabus supplement M.L. (1978). 1977.

3 General Certificate of Education. Italian Ordinary level. Paper 2 Comprehension. June 1978.

4 General Certificate of Education. Italian Ordinary level. Paper 1 Translation and composition. June 1978.

5 General Certificate of Education.Modern Languages. Syllabuses, additional notes and instructions. Syllabus supplement M.L. (1930). July 1978.

Table 31	University of Cambridge Local Examinations Syndicate	Ordinary level: Italian 313	Two written papers and an oral test	
	I ORAL	II AURAL	III READING	IV WRITING
Paper	Either Paper 5, Oral test[1] (External) Or Paper 6, Oral test[1] (Internal) Paper 5 and 6, Oral test: part i reading test part ii conversation based on picture; part iii discussion of prepared topic.	Paper 2, Comprehension with written answers in Italian, part i listening comprehension.	Paper 1, Translation and composition, part i translation into English Paper 2, Comprehension with written answers in Italian, part ii reading comprehension	Paper 1, Translation and composition, part ii composition based on a series of pictures and either part iii composition based on a choice of topics, or part iv translation from English Paper 2, Comprehension with written answers in Italian, part ii reading comprehension
Time	i 5 mins plus 10 mins preparation time[2] ii 5 mins[2] iii 5 mins[2]	40 mins including 10 mins for total reading time.[2]	1 total 2¼ hours 2ii 35 mins	1 total 2¼ hours 2ii 35 mins
Marks	i 10%[3] ii 7½%[3] iii 7½%[3]	2 Total 30%	1 total 45% 2 total 30%	1 total 45% 2 total 30%
Description	i Reading aloud[4] /I.1/. Alternative passages usually provided. At least two should be used at random. ii Questions based on a single picture[4] /I.2c/. Precise, factual information will not be demanded. Candidates are expected to give natural replies to questions and should be encouraged to take initiative in this part of the oral test. iii Conversation on prescribed topic[4] /I.2b/. Candidates will be required to prepare three topics from list[5] of ten or of their own choosing. At the examination they will be required to choose one at random. The conversation should be as far as possible spontaneous and natural and the title regarded as the starting point for the the conversation. Paper 5: Oral test is conducted by a visiting external examiner. Paper 6: Oral test is conducted by the staff at each centre.	Listening comprehension: questions written in foreign language, answers written in foreign language /II.1b/. Ten written questions on story read aloud by teacher. The story is read twice. Candidates are not allowed to write anything during either reading. The first reading should take approximately the time specified at the end of the passage. The second should be at the same pace as the first. Both should be done in a natural way. Between the first and second readings candidates are allowed five mins to read the questions and to make notes. During the remaining 30 mins, after both readings have been completed, they write their answers to the questions.[6]	1i Translation foreign language to English /III.1/. One passage. 2ii Written comprehension: questions written in foreign language; answers written in foreign language /III.2b/. Ten questions to be answered using complete sentences. Each answer should be concise and suit the tense of the question. Questions will normally require answers in the third person[7]. See IV WRITING.	1ii Composition /IV.3/. Based on a picture series (about 150 words), using the past tense[8]. AND EITHER 1iii Composition (about 150 words) based on a choice of topics in form of letter, dialogue, description etc. OR 1iv Translation English to foreign language /IV.1/. One passage. 2ii Written comprehension: questions written in foreign language; answers written in foreign language /IV.2/ Ten questions to be answered using complete sentences. Each answer should be concise and suit the tense of the question. Questions will normally require answers in the third person. See III READING.

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[1] Information and instructions published: See Source 2 opposite

[2] See Source 2 opposite

[3] See Source 5 opposite

[4] No information in Source 1: See Source 2 opposite

[5] List published: See Source 2 and Section B opposite

[6] See Source 2 opposite

[7] See Source 3 opposite

[8] See Source 4 opposite

Table 32 Joint Matriculation Board Italian Syllabus 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No information provided by the Board on any of the papers)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information provided, but the following information has been derived from the sources indicated for the following papers only.)

Oral examination, conversation test

The following topics could provide suitable material for questions: the date and time, the journey to school, activities in school and outside, household routine, sport, hobbies, holidays, the family. (Source 2)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Board has provided information on marking procedures for each section of each paper (Source 1), but more detailed information on marking procedures covering grading in the oral examination, reading and conversation tests is given in Source 2.)

(See mark allocations opposite)

Paper I translation from English into Italian

...working total of fifty-five marks...marks (deducted) in units of two, one or half according to importance, up to a maximum for each section. (Source 1)

Paper I free composition

...working total of forty-five marks...marks (deducted) in units of half for errors and omissions and for each word short of 140, the total to be deducted from thirty. The remaining fifteen marks are allotted in three sections of a maximum of five for display of grammar, relevance and interest, and display of vocabulary and idiom. (Source 1)

Paper II translation from Italian into English

...working total of 100 marks...one mark (deducted) for each error, up to a maximum for each section. (Source 1)

Paper II comprehension

. .working total of thirty marks, each correct response will gain one mark. (Source 1)

Paper II aural test

...working total of twenty marks, each correct response will gain one mark. (Source 1)

Oral examination, dictation

...working total of twenty marks...one mark (deducted) for each error. (Source 1)

Oral examination, reading

...ten marks...(Source 1)

...pronunciation, fluency, phrasing and intonation are assessed. (Source 1)

Oral examination, conversation

...twenty marks....(Source 1)

...marks are awarded for fluency, accuracy of grammar, range of vocabulary and comprehension. (Source 1)

D. SOURCES

All the sources listed below are published by the Joint Matriculation Board.

1 General Certificate of Education. Regulations and Syllabuses 1979.

2 General Certificate of Education 1979. Reading and conversation tests in modern foreign languages (Ordinary) Syllabus A, Russian (Ordinary) Syllabus B, Italian and Polish. Instructions to examiners S 10 (0).

3 General Certificate of Education. Italian Ordinary Aural test. (Instructions) Summer 1978.

4 General Certificate of Education. Italian Ordinary Dictation. Summer 1978. General Certificate of Education. Italian Ordinary Paper I Summer 1978.

5 General Certificate of Education. Italian Ordinary Paper 1 Summer 1978.

6 General Certificate of Education 1979. Oral tests in modern foreign languages (Ordinary) Syllabus A, Russian (Ordinary) Syllabus B, Italian and Polish. Instructions to supervisors S 15 (0).

Table 32 Joint Matriculation Board Ordinary level : Italian Three written papers and an oral examination

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral examination[1], reading test, conversation test	Paper II, aural test	Paper II, Translation from Italian into English, passage in Italian to test comprehension	Paper I, Translation from English into Italian , free composition Oral examination, Dictation
Time	about 7 - 8 mins[2]	about 30 mins	$1\frac{1}{2}$ hours	I $1\frac{1}{4}$ hours Dictation 30 mins[5]
Marks	Oral examination total $16\frac{2}{3}$%	II total 50%	II total 50%	I $33\frac{1}{3}$% Oral examination total $16\frac{2}{3}$%
Description	Reading aloud[2] /I.1/. All the passages supplied by the Board should be used, varying the order of use as much as possible. Candidate is given three minutes to prepare passage. General conversation[3] /I.2/. Examiner may use reading passage as a starting point for conversation. "Definition" type questions are recommended as useful. Answers to questions need not be in complete sentences, but questions inviting yes or no replies should be avoided. Extraneous visual aids must not be introduced into the examination as an incentive to conversation. Where necessary, a candidate should be prompted and encouraged. If no answer is given a question may be rephrased. Tenses other than the present should be used[2]. Conducted by an external examiner.	Listening comprehension: questions in written English; answers in written English /II.1a/. Whole passage is read to candidates once by teacher in time stipulated by Board and then candidates have time to study questions. Passage is read again in three sections. After each section has been read, candidates have five minutes to answer the questions set on that section. Note taking is not permitted during either of the two readings.	Translation foreign language to English /III.1/. Two passages. Written comprehension: questions written in English; answers written in English /III.2a/.	Translation English to foreign language /IV.1/. One passage. Composition /IV.3/. Based on either (i) picture/picture series or (ii) printed outline of essay in Italian to be expanded by the candidate or (iii) continuation of the story narrated in the translation passage. 140 - 150 words using mainly past tense[6]. Dictation[7] /IV.4/.

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1 Information on reading and conversation tests published: See Source 2 opposite

2 See Source 2 opposite

3 See Source 2 and Section B opposite

4 See Source 3 opposite

5 See Source 4 opposite

6 See Source 5 opposite

7 Instructions published: See Source 6 opposite

Table 33 University of London Italian Syllabus 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

Paper 1, part a dictation

...to test the candidate's grasp of the written language, including orthography, by requiring him to relate the language as written to the language as spoken. (Source 1)

Paper 1, part b listening comprehension

...to test the candidate's understanding of the spoken language. (Source 1)

...to test the candidate's ability to produce answers to questions on a fairly long passage....(Source 2)

Paper 2, part a translation from Italian

...to test the candidate's understanding of the written language and his ability to render the text accurately into acceptable English. (Source 1)

...to test the candidate's ability to achieve a good idiomatic rendering of a passage of modern colloquial Italian. (Source 2)

Paper 2, part b directed production

...to test the candidate's ability to write accurately and relevantly in the language. (Source 1)

...to test the candidate's ability to manipulate the text in some way and to produce the kind of language demanded by the questions in relation to the text. (Source 2)

Paper 2, part c essays

...to test the candidate's capacity to express ideas freely in accurate Italian on a given subject using a variety of vocabulary and idiom. (Source 1)

Paper 3, Oral test (all parts)

...to test the candidate's pronunciation and his ability to communicate in the spoken language. (Source 1)

Paper 3, Oral test, part b comprehension

...to test the candidate's understanding of the passage he has just read. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information provided, but the following information is derived from the sources indicated:)

Paper 3, Oral test, part c conversation

...based on everyday topics such as holidays, school subjects, careers, the family, special interests and hobbies. Candidates are tested for width of vocabulary, variety of tenses and command of structures. (Source 2)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information has been provided in Source 2 on each of the papers.)

(See mark allocations opposite)

Paper 1, part a dictation

...marked out of ten with a deduction of half a mark for each word wrongly spelt, or for each pair of accents misplaced. Repeated or consequential errors are not penalised. (Source 2)

Paper 1, part b listening comprehension

...marked out of twenty, one mark for each relevant point required by the questions.... The keynote here should be the maximum amount of detail consonant with relevance. (Source 2)

Paper 2, part a translation from Italian

...divided into sections of varying length and difficulty, awarded from one to three marks out of a working total of forty two. Each Italian word mistranslated attracts a deduction of half a mark, up to the total for the section. (Source 2)

Paper 2, part b directed production

The fullest possible relevant answer is required, manipulated as indicated by the question ....The marking of the language sections of the paper...involves the deduction of half or whole marks for each error, depending upon the nature of the offence. The working total... is thirty-four. (Source 2)

Paper 2, part c essays (picture essay)

...marked using a working total of forty: twenty-five for the grammar, on a deductive basis following the principle (explained in part b) and fifteen for treatment, in such a way that positive marks are added for good display of idiom and vocabulary, good syntax and even for a sentence which usefully fits the context aptly as an "Italian" sentence. (Source 2)

Paper 2, part c essay (letter or dialogue)

...marked using a working total of twenty-four: sixteen for the grammar and eight for treatment as explained above. (Source 2)

Paper 3, Oral test (all parts)

The oral test, with a marking total of one hundred, at present consists of reading out of thirty, set questions out of twenty and conversation out of fifty marks....Candidates should be able to communicate in the language with a reasonable level of linguistic accuracy.

Paper 3, Oral test, part a reading

...assessed for pronunciation, accent, intonation and intelligibility. (Source 2)

Paper 3, Oral test, part b comprehension

The answers must be grammatically accurate to gain full marks. (Source 2)

Paper 3, Oral test, part c conversation

...marks are lost for dialect words in place of standard Italian, inaccurate use of tenses and the consistent use of the present in place of the perfect and future tenses. (Source 2)

D. SOURCES

All published by University of London, University Entrance and School Examinations Council.

1 General Certificate of Education Examination. Regulations and syllabuses. June 1979 and January 1980. University of London, 1977.

2 General Certificate of Education Examination. Subject Reports. June 1978 examinations. University of London, 1977.

3 General Certificate of Education Examination. Oral tests in modern languages. June 1979 examination onwards. Appointment of teacher examiners and visiting university examiners. September, 1978.

4 General Certificate of Education Examination. June 1978. Ordinary level. Italian 1. Instructions for dictation and listening comprehension tests. (Dict. and Listening comp.) 330.

5 General Certificate of Education Examination. Ordinary level. January 1979. Italian Paper 2.

Table 33	University of London	Ordinary level: Italian	Two written papers and an oral test	
	I ORAL	II AURAL	III READING	IV WRITING
Paper	Paper 3, Oral test, part a reading, part b comprehension, part c conversation	Paper 1, part b listening comprehension	Paper 2, part a translation from Italian, part b directed production	Paper 1, part a dictation Paper 2, part b directed production, part c essays
Time	total 8 - 10 mins plus preparation time for part a and part b	½ hour[3]	2 total 2¼ hours	1a ½ hour[5] 2 total 2¼ hours
Marks	a 4½%[1] b 3%[1] c 7½%[1]	10%[1]	2a 21%[4] 2b 17%[4]	1a 5%[1] 2b 17%[4] 2c (picture series) 20%[4] 2c (letter or dialogue) 12%[4]
Description	3a Reading /I.1/. Passage (about 150 words). 3b Questions on passage read aloud in I.1/I.2a/. 3c General conversation /I.2/. Conversation on everyday topics, e.g. holidays, school subjects, careers, the family, special interests and hobbies[1]. Conducted and marked either by visiting examiners or by teachers appointed to examine candidates in their own schools. Examining teachers must submit a recording of the whole examination of a sample of candidates[2].	Listening comprehension: questions in written English; answers in written English /II.1a/. Narrative or descriptive text which may contain dialogue (200 - 250 words). Questions are concerned with information essential to the understanding of the passage as a whole, but the candidate is expected to show that he has grasped the necessary points of detail. Whole passage is read once then the papers are distributed and candidates have one minute to read the questions. Passage is read again in three sections. After each section is read candidates have five minutes to answer questions on that section. Whole passage is read again with five minutes for revision. Candidates must not write anything during the readings[3].	2a Translation foreign language to English /III.1/. Translation of a passage of prose from Italian (150 - 200 words). 2b Written comprehension: questions written in foreign language; answers written in foreign language /III.2b/. Passage (200 - 250 words). Candidate is expected to write about 100 words. Each question requires a different answer which should be full and relevant. Answers beginning with perchè are acceptable[4]. See IV WRITING.	1a Dictation[5] /IV.4/. 2b Written comprehension: questions written in foreign language; answers written in foreign language /IV.2/. Passage (200 - 250 words). The candidate is expected to write about 100 words. Each question requires a different answer which should be full and relevant. Answers beginning with perchè are acceptable[4]. See III READING. 2c Composition /IV.3/. One essay (about 120 words) on picture series using the past tense[4]. AND One essay (about 100 words). Choice of two topics. Examiners will include EITHER letter OR dialogue.

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[1] See Source 2 opposite

[2] See Source 3 opposite

[3] See Source 4 opposite

[4] See Source 5 opposite

[5] Instructions published: See Source 4 opposite

Table 34 Northern Ireland General Certificate of Education Italian syllabus 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

Written paper, part b, Section A

...to test the candidate's ability to understand the written word and to answer such questions accurately. (Source 1)

Written paper, part b, Section B

...to test the candidate's ability to use and manipulate the language of the passage. (Source 1)

Oral test, part b aural test

...to see how well candidates can understand spoken Italian. (Source 10)

Oral test, part c reading aloud in the language

...comprehension, as expressed through intelligent phrasing, intonation etc, is regarded as part of the test. (Source 11)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information has been provided. Information has been derived from the sources indicated. Source 4 has been used as it appears to apply to all languages which share a common syllabus. The conversation test survival areas concern only French, German and Italian. All the information with the exception of Source 1 is in the form of a typescript.)

The two parts of the conversation test must be seen as differing in nature and complementary. The first /the numbered questions/ is stereotyped and 'neutral': it requires cool judgement and competence in stating facts of a biographical kind. (Source 4)

The second part of the conversation test /Survival areas/ demands an affective rather than an intellectual approach....the Examiner becomes an ordinary human being once again, he is involved often as the servant of the candidate and may or may not be able to meet all the requests that are made to him...the candidate has the initiative and power to ask the questions. (Source 4)

(The Board has provided a chart for examiners showing suggested conversation patterns for use with the suggested questions in Source 5. This is complemented by a one page sheet, Source 6, giving suggestions for use of the chart.)

The starting point is always PERSONALIA...and may lead in four possible directions to the NUCLEUS TOPICS. (Source 6) (The four topics are: family relationships; the school; home town or village; holidays: Christmas, Easter, summer.) (Source 5) If it is not desired to develop one of the four nuclei as a major topic, the arrows show some of the possible lines of further development into the peripheral topics....(Source 6) (e.g. trades and professions which can be reached from either 'family relationships' or 'the school'; 'at the hairdressers' which can be reached from 'home town or village'.) (Source 5)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information has been provided for the Oral test, parts c and d. Other information is derived from sources indicated. Sources 12 and 13 are included since the syllabus is common to French, German, Italian, Russian and Spanish. The Board states that the views expressed in the Examiners' Report do not necessarily reflect the views of the Board.)
(See mark allocations opposite)

Oral test, part c reading aloud in the language

(thirty marks) (Source 11)
(Information runs to half a page and shows the categories of grading.) (Source 11)
The reading passages are intended to be easily comprehended by the candidate and therefore this comprehension, as expressed through intelligent phrasing, intonation etc, is regarded as part of the test. No candidate should be awarded a high mark whose reading does not include these qualities, even if his attack on the individual sounds is acceptable...those candidates who have failed to acquire the sound system of the language will also be heavily penalised in spite of "fluency". (Source 11)
(The full range of marks should be used.) (Source 11)

Oral test, part c free conversation

(eighty marks) (Source 11)
(Information runs to half a page and shows the categories of grading.) (Source 2)
Assessment must take into account the candidate's ability to understand the questions as well as his skill in using the language and a swift response which shows comprehension deserves considerable credit. Low marks must be given to incorrect constructions, agreements, conjugation...examiners must try to use the full scale of marks. (Source 3)
Students should be warned that continually giving monosyllabic answers will not gain them top marks even if these answers are correct. (Source 12)
Accuracy and appropriate vocabulary are looked for when judging the candidate's performance. (Source 13)
In exchange for the previewing of the questions, teacher/examiners are entitled to expect flawless answers. (Source 4)
There should be automatic release of the required reply. (Source 4)

Written paper, part c free composition

...a variety of idioms and sentence structures are rewarded in the marking scheme...but it is regrettable that students do not always have enough practice in adapting prepared material to new situations. (Source 13)
(The following statement was selected from Source 12 because it appears relevant to all languages and appears to indicate what a candidate should or should not do in the free composition.)
(Candidates should avoid) a tendency to abstract phrases, vocabulary and sometimes whole sentences from other sections of the paper (and) the repetition in various forms and often more than once of the lead-in sentences in (questions). The time...might be better employed in planning the essay, in particular pruning over-long introductions and trying ...to answer the question set rather than using anything up to three-quarters of the prescribed word-limit in leading up to it. (Source 12)

D. SOURCES

All published by the Northern Ireland General Certificate of Education Examinations Board unless otherwise stated.

1 Rules and programme 1979. Northern Ireland Schools Examinations Council, 1977.

2 Oral examinations. 'O' level modern languages. Conversation. Form LO/5. IN 'O' level reading and conversation in modern languages. Mark schemes.

3 Conduct of oral tests in modern languages. Ordinary level 1979. LO/ 1B.

4 French (Ordinary) 1978. (Examiners' Report).

5 'O' level orals. Conversation patterns. IN 'O' level reading and conversation in modern languages. Mark schemes.

6 Oral tests in modern languages. Ordinary level. Conversation patterns. Suggestions for use of the chart. Form LO/6. IN 'O' level reading and conversation in modern languages. Mark schemes.

7 German (Ordinary) 1979. Conversation test. Suggested questions and 'Survival areas'.

8 Italian (Ordinary) 1979. Question 2 (Comprehension and use of language). Specimen questions.

9 General Certificate of Education Examinations. 1978. Italian (Ordinary). Dictation test. Instructions to readers.

10 General Certificate of Education Examinations. 1978. Italian (Ordinary). Aural test. Instructions to readers. (Teacher's paper).

11 Oral examinations. 'O' level modern languages. Reading. Form LO/3. IN 'O' level reading and conversation in modern languages. Mark schemes.

12 Spanish (Ordinary) 1978. (Examiners' Report).

13 German (Ordinary) 1978. (Examiners' Report).

Table 34 Northern Ireland Examinations Board Ordinary level: Italian

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral tests, part c reading aloud in the language, part d free conversation	Oral tests, part b aural test with questions in English to be answered in English	Written paper, part a translation from the language, part b comprehension and use of the language: Section A and Section B	Written paper, part b comprehension and use of the language; Section A and Section B, part c free composition Oral tests, part a dictation
Time	d 10 mins[1]	not indicated	Written paper total 3 hours	Written paper total 3 hours
Marks	d 20%	oral tests total 40%	a 25% b Section A 7½% b Section B 7½%	b Section A 7½% 6 20% b Section B 7½% Oral tests total 40%
Description	c Reading aloud /I.1/. Candidate has two minutes to prepare passage. The examiner is free to choose any test from the passages provided, but only one passage should be used in any one session[2]. d Questions from a set list /I.2b/. Candidates have four months to prepare answers to the list of suggested questions[3]. The test is based on the indications given at the briefing meetings. The suggested questions should be used in such a way as to stimulate the conversation and encourage the candidate to express his ideas in extended form. The examiner should endeavour to introduce a variety of topics beyond those suggested to ensure that preparation has not been restricted to a limited area. Topics involving a specialised vocabulary should be avoided[1]. The examiner is provided with a chart showing suggested conversation patterns[4] for use with the suggested questions and with instructions on how to use the chart[3]. Role playing /I.3/[5]. This section (Survival areas) is part of the free conversation test, part d of the oral test. The two tests are marked as one unit. Candidates will be required to be familiar with each of the situations listed but to conduct a conversation relating to one area alone[6]. Here the candidate has the power and initiative to ask the questions[3]. Visiting teacher/examiners attend a briefing session before the reading and conversation tests. Moderation may include visits by chief oral examiners or their assistants[2].	Listening comprehension: questions in written English; answers in written English /II.1a/. A passage divided into five paragraphs is read aloud by the teacher. The whole passage is read once, then candidates open their question papers. The passage is read a second time in sections. After each section has been read candidates have three minutes to answer the question set on that section. The whole passage is read a third time and candidates have five minutes for revision[2].	a Translation foreign language to English /III.1/. Two passages (about 170 words each). b Written comprehension: questions written in foreign languagg; answers written in foreign language[7] /III.2b/. Passage (350 - 400 words) to test comprehension and use of the language. A. Questions set in Italian to be answered in Italian. B. Questions designed to test ability to use and manipulate the language of the passage. See IV WRITING.	b Written comprehension: questions written in foreign language; answers written in foreign language[7] /IV.2/. Passage (350 - 400 words) to test comprehension and use of the language. A. Questions set in Italian to be answered in Italian. B. Questions designed to test ability to use and manipulate the language of the passage. See III READING. c Composition /IV.3/. About 120 - 150 words. Choice of subjects, including outline narrative. Dictation[8] /IV.4/.

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[1] See Source 2 opposite

[2] See Source 3 opposite

[3] See Source 4 opposite

[4] See Source 5 and Section B opposite

[5] See Source 6 and Section B opposite

[6] See Source 7 and Section B opposite

[7] Specimen provided: See Source 8 opposite

[8] Instructions published: See Source 9 opposite

Table 35 Oxford and Cambridge Schools Examination Board Italian Syllabus 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No information provided)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information provided, but the following information has been derived from the sources indicated.)

Oral examination, conversation

Initial questions should be couched in straightforward Italian and be of so simple a nature that the candidate would be able to answer them immediately and without reflection if he were speaking English. (Source 2)

Such subjects as the family, holidays, friends, a typical day etc. can usually be introduced...to require the candidate to speak in whole sentences, however rudimentary, to employ tenses other than the present, and persons other than the first. (Source 2)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information on marking principles and scoring has been published for the oral examination only. The section covering Ordinary level Italian runs to approximately one page.)

(See mark allocations opposite)

Oral examination, reading

...genuine regional pronunciations should be accepted and spontaneous corrections by the candidate should also be accepted. Fluency, intelligent phrasing based on general comprehension of the passage and accuracy of pronunciation should be the main criteria. (Source 2)

(Scale 0 - 10, ten categories of grading.) (Source 2)

Oral examination, conversation

...the examiner should take into account (the candidate's) ability to understand the spoken language as well as his ability to express himself. Any candidate who understands the examiner's questions and whose replies, however limited, are in intelligible Italian, should be regarded as reasonably proficient and awarded at least a pass mark. Genuine regional pronunciations should be accepted. (Source 2)

(Scale 0 - 20, ten categories of grading.) (Source 2)

D. SOURCES

All published by the Oxford and Cambridge Schools Examination Board.

1. Regulations for Certificate examinations for the year 1979.
2. The oral examination in Italian. Ordinary level and Advanced level 528 It./1
3. General Certificate Examination. Ordinary level. H 184. Italian. Story for Question 1 of Paper 3. For the supervisor only. July 1978..
4. General Certificate Examination. Ordinary level. H 183. Italian. Paper 3. Story and composition. July 1978.

5. General Certificate Examination. Ordinary level. H 181. Italian. Paper 1. Unprepared translation. July 1978.
6. General Certificate Examination. Ordinary level. H 182. Italian. Paper 2. Dictation. For the supervisor only. July 1978.

Table 35 | Oxford and Cambridge Schools Examination Board | Ordinary level : Italian | Three written papers and an oral examination

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral examination, part a reading passage in the foreign language, part b general conversation	Paper 3, Story and composition, reproduction in the foreign language of a story read in the foreign language	Paper 1, Unprepared translation	Paper 2, Dictation Paper 3, Story and composition
Time	a not indicated b 7 - 8 mins[1]	3 total 2 hours including reading time[5]	1¾ hours	2 30 mins 3 total 2 hours plus reading time for story[5]
Marks	a 4%[2] b approx 9%[2]	approx 17%[6]	39%[9]	2 approx 9%[11] 3 continuous composition approx 22%[12]
Description	a Reading aloud[3] /I.1/. Candidate must be allowed adequate time to prepare reading passage. b General conversation[4] /I.2/. Initial questions should be couched in straightforward Italian and be of so simple a nature that the candidate would be able to answer them immediately and without reflection if he were speaking English. Questions should be put which demand replies more ambitious than monosyllables or single phrases, although the examiner should not insist on the candidate's always replying in artificially phrased whole sentences. Questions should require the candidate to reply employing tenses other than the present and persons other than the first. Schools may choose between the following methods: EITHER test is conducted and marked by candidate's teachers. Schools record the tests of a number of candidates on tape. Marks and tapes are sent to the Board OR test is conducted by an external examiner who records the tests of a number of candidates.	Listening comprehension: reproduction in foreign language with aid of a story outline[7] /II.3b/. Candidates read outline of narrative printed on question paper, then teacher reads narrative aloud twice, first at ordinary rate, then somewhat more slowly. No notes may be taken during either reading, but candidates have outline before them whilst passage is read, and when they write their compositions, which should be about 150 words[8].	Translation foreign language to English[10] /III.1/. Two passages	Dictation[13] /IV.4/. Translation English to foreign language /IV.1/. One passage.

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1 See Source 2 opposite

2 Mark allocations published: See Source 2 opposite

3 No information in Source 1: Information and instructions published: See Source 2 opposite

4 No information in Source 1: Information and instructions published: See Source 2 and Section B opposite

5 See Source 3 opposite

6 Mark allocations published: See Sources 3 and 4 opposite

7 No information in Source 1: See Source 3 opposite

8 See Source 4 opposite

9 Mark allocations published: See Source 5 opposite

10 No informations in Source 1: See Source 5 opposite

11 Mark allocations published: See Source 6 opposite

12 Mark allocations published: See Source 4 opposite

13 Instructions published: See Source 6 opposite

Table 36 Oxford Delegacy of Local Examinations Italian Syllabus 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No information published)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No information published, but following information has been derived from source indicated:)

Oral examination, conversation test

... an Ordinary Level candidate should be capable of attempting to continue a conversation on topics which lie within his experience, e.g. school, home, holidays and school excursions abroad....(Source 2)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(See mark allocations opposite)

(Board has published a nine page leaflet (Source 4) on marking procedures in French O 20, German O 21, Spanish O 22, Italian O 23, Russian O 24 for the written papers. The Italian section runs to one page. Each paper is dealt with separately and details of the marking scheme (positive or negative), scoring and marking principles are given, sometimes with examples to amplify a statement. The amount of detail on these items varies from paper to paper, from a few lines to several short paragraphs. In papers with a negative marking scheme, the Board gives details of the various categories of error, i.e. major or minor, with examples in the foreign language and details of the penalties incurred for such errors.

The marking scheme for the oral examination for the syllabuses listed above is covered separately in Source 2.)

Oral examination, reading test

(Negative marking scheme. From fifteen marks, one mark is deducted)...for any error which makes a word incomprehensible in the context, and -½ for other errors....Errors which are truly identical... should be penalised the first time only. Immediate and spontaneous corrections by the candidate are to be accepted....(Source 2)

....Up to two positive marks may be added if the candidate shows qualities of intonation, expression and fluency which warrant some recognition....(Source 2)

Oral examination, conversation test

(Positive marking scheme. Assessment) must take into account the candidate's ability to understand the questions, as well as his skill in using the language, and a swift response which shows complete comprehension deserves considerable credit....(Source 2)

D. SOURCES

All published by Oxford Delegacy of Local Examinations.

1 General Certificate of Education 1979. Regulations and syllabuses.

2 General Certificate of Education 1978. Ordinary level. Oral examinations in modern languages. Syllabuses O 20, O 21, O 22, O 23, O 24. Confidential instructions for the conduct of reading and conversation tests. ML3/S 1978.

3 General Certificate of Education. Ordinary level. Summer examination 1978. Italian O 23 Paper IV (Aural compr. C.I.)

4 Information on marking modern languages at Ordinary level. January 1978

5 General Certificate of Education. Ordinary level. Summer examination 1978. Italian O 23 Paper II.

6 General Certificate of Education. Ordinary level. Summer examination 1978. Italian O 23 Paper I.

7 General Certificate of Education. Ordinary level. Summer examination 1978. Italian O 23 Paper III (C.I.).

Table 36	Oxford Delegacy of Local Examinations	Ordinary level : Italian	Four written papers and an oral examination	
	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral examination, reading and conversation tests	Paper IV, Aural comprehension*	Paper II, Unseen translation and written comprehension	Paper I, Free composition Paper III, Dictation Paper IV, Prose composition*
Time	Reading test about 5 mins Conversation test about 5 mins[1]	50 mins	1½ hours: total	I 50 mins III 30 mins IV 50 mins
Marks	Reading 6% Conversation 6%[2]	23%	II 1a approx. 15% II 1b approx. 15% II 2 approx. 8%[5]	I approx. 15% III approx. 12% IV 23%
Description	Reading aloud[3] /I.1/. One passage. Candidate is given adequate preparation time. General conversation[3] /I.2/. Test should take the form of normal, natural conversation. Teachers should design and guide conversation so that candidate is obliged to be articulate and to express his ideas in extended form. Use of pictures or a simple series of questions may be needed as an introduction. Examination is conducted by candidates' teachers who record assessment of each candidate's ability in oral work as shown in the course of preparation for the examination, and marks for reading and conversation[1].	Listening comprehension: questions given orally in foreign language; answers written in foreign language[4] /II.1d/. Passage is read once at normal speed, then one minute is allowed for note taking. Passage is in three sections, and each is dealt with separately. The first section is repeated, then questions are read out, but they may not be written down and note taking is not permitted during the reading. Each question is then read on its own, and candidate has two minutes to write answer to each question, which is repeated once during the two minutes. Second and third sections are dealt with in same way. Whole passage and all the questions are read again with five minutes for revision. During this final reading candidates may correct work as passage is read. Test is conducted by teacher. *See IV WRITING. This test is an alternative to prose composition.	Translation foreign language to English /III.1/. Two passages[6] for translation from Italian to English. Written comprehension: Questions written in English; answers written in English[6] /III.2a/.	I **Composition**[7] /IV.3/. About 150 words. III Dictation[8] /IV.4/. IV Translation English to foreign language /IV.1/. One passage for translation from English into Italian[9]. *See II AURAL. This test is an alternative to aural comprehension.

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1. See Source 2 opposite
2. Information on mark allocations published: See Source 2 opposite
3. See Source 2 and Section B opposite: No information in Source 1
4. See Source 3 opposite: No information in Source 1
5. Information on mark allocations published: See Source 4 opposite
6. See Source 5 opposite. No information in Source 1
7. See Source 6 opposite: No information on type of composition given in Sou
8. Instructions published: See Source 7 opposite
9. See Source 4 opposite

Table 37 Scottish Certificate of Education Italian Syllabus (Traditional) Ordinary grade Examination Board

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No specific information provided. Information is derived from the sources indicated:)

Paper II, Language practice

...to test the candidate's ability to use the foreign language in certain prescribed circumstances. (Source 3)

Oral proficiency assessment, questions on the oral reading text

The purpose of the questions should be the testing of the candidate's ability to manipulate the structures, vocabulary, tenses and idioms which occur in the text. (Source 3)

Oral proficiency test, general conversation on a topic

...to give the candidate an opportunity to express himself as freely as he can and to test his ability to talk with ease and spontaneity. (Source 2)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information provided. Information is derived from the sources indicated:)

Paper II, Language practice

...some (questions) will require factual answers about the content of the passage; others will test knowledge and use of vocabulary, manipulation of verbs and of common grammatical constructions, and the like. (Source 1)

Background knowledge

There will be no separate test...but common facts about the foreign country may be introduced. (Source 1) (List of seven topics which candidates are expected to be acquainted with, e.g. main physical features.) (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(The Board has published specific information (Source 3) for all modern languages (Traditional) relating to the setting and marking procedures for each paper and the oral proficiency assessment in the form of a twenty-three page booklet which uses FRENCH as the example. Examples of the application of these schemes are given, including tabular presentations of acceptable and unacceptable renderings for the translation into English, aural comprehension and language practice tests. Assessment of oral proficiency is covered in greater depth in Source 5. (Other information is derived from the sources indicated:)
(See mark allocations opposite)
(The following information has been summarized from Sources 3 and 5, but where possible, extracts are quoted from the relevant texts. Summarized information is in brackets.)

Paper I, part a listening comprehension

(One mark for each essential item of information. Answers need not be in the form of complete sentences, although completeness and conciseness is expected for a good answer. Information added gratuitously incurs the loss of one mark, if ridiculous or contradictory to what has gone before. Provided that information required by one question and supplied in answer to another is correct and appropriate, credit is given. Weak or faulty English should be penalised.) (Source 3) (Section runs to one and a half pages and includes specimen in FRENCH.)

Paper I, part b reading comprehension

(As for Paper I, part a, EXCEPT for first sentence.)
The cursory translation of part of the passage in answer to a questionmust be evaluated and marks awarded for items of information given. (Source 3) (Section runs to quarter of a page.)

Paper I, part b translation into English

(Divided into forty units, varying in length and difficulty, each worth ONE mark. This is lost if unit is omitted or contains any error. Weak or faulty English should be penalised. If passage is written in or includes historic present, candidates may render verbs by the present or past tense. Only first two inconsistencies are penalised.) (Source 3) (Section runs to three pages and includes specimen in FRENCH.)

Paper II, Language practice

(Questions cannot be answered by direct quotation from the text; some manipulation is involved. Any answer that is correct or answers the question satisfactorily and clearly should be awarded full marks. Where an element of interpretation is involved and is wrong, no marks can be given. Provided that irrelevant information is grammatically correct it should be ignored. One mark is deducted for each error in language, but repeated errors are not penalised. Half a mark (maximum ten half marks) is deducted for a mistake in accent, hyphen or apostrophe, minor spelling error.) (Source 3)
...candidates should be encouraged to express themselves as economically and succinctly as possible. (Source 3) (Section runs to three pages and includes specimen in FRENCH.)
...clarity of expression and correctness (is sought in answers). Where a question is to be answered in a sentence, a finite verb should be used; a subordinate clause of reason will be accepted as a sentence....answers to such questions in a word or phrase will not receive full marks. (Source 1)

Paper II, Written composition

(Four basic requirements are relevance, accuracy, vocabulary and idiomatic use of language, but candidates should attempt to write) a well-rounded / lively / imaginative / interesting essay....showing width of vocabulary and ease of expression...some use of dialogue, humour, depiction of character, or an original or telling phrase which shows acuteness of the candidate's observation. (Source 3) (Section runs to five and a half pages, including examples of six essays in FRENCH with details of mark scored and remarks.)

Oral proficiency, assessment (See footnotes 3 and 5 opposite)

Oral proficiency assessment, oral reading

(Marks are awarded by general impression with particular attention to pronunciation of individual sounds, intonation and fluency.) (Source 5)

Oral proficiency assessment, questions on the oral reading text

(Three marks per question. One mark is deducted for a major error and half a mark for other errors or where repetition and rephrasing of a question is required. Main emphasis is on relevance, comprehensibility and grammatical accuracy.) (Source 5)

Oral proficiency assessment, general conversation on a topic

...main qualities looked for are fluency, range of vocabulary and construction and ability to speak at some length with a minimum of prompting. (Source 5)

D. SOURCES

All published by the Scottish Certificate of Education Examination Board.

1 Conditions and arrangements 1979. Scottish Certificate of Education Examination Board, 1977.

2 Scottish Certificate of Education 1979 examination. Taped tests of oral proficiency in modern languages. Ordinary (Trad) and Higher grades. Instructions to teachers. (Not generally available. Issued only to selected centres or taping.)

3 Guidance for teachers on the setting and marking of school examinations. Modern languages. Scottish Certificate of Education Examination Board, 1971.

4 Scottish Certificate of Education and Certificate of Sixth Year Studies. 1978 examination. Handbook of instructions for invigilators. April 1978. Not generally available.)

5 Scottish Certificate of Education Ordinary (Trad) and Higher grades. Modern languages. Assessment of oral proficiency. 2/79/180.

Table 37

Scottish Certificate of Education Examination Board

Ordinary grade: Italian (Traditional)

Two written papers and an assessment of oral proficiency

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral proficiency test[1,2], part i oral reading, part ii questions on the oral reading text, part iii general conversation on a topic. (For sample only. See below) Oral proficiency assessment[3] (All candidates. See below)	Paper I, part a listening comprehension	Paper I, part b reading comprehension, translation into English Paper II, Language practice	Paper II, Language practice Paper II, Written composition
Time	About 10 mins including 2 mins preparation time for i	15 mins for each passage	Ib 1½ hours II total 1½ hours	II total 1½ hours
Number of marks	i 4% ii 8% iii 8%	12%	I reading comprehension 16% I translation 16% II 16%	II language practice 16% II written composition 20%
Description	Oral proficiency test i Reading aloud[2] /I.1/. Several passages provided to be used in rotation, then at examiner's/teacher's discretion. Candidate should be told to ask meaning of any unfamiliar keyword before he prepares text. ii Questions on passage read aloud in /I.1/[2] /I.2a/. Five set questions. Candidate should not be allowed to refer to text. Each question should be asked once only, but may be repeated if answered inappropriately or no answer is given. If there is still no response, examiner/teacher should pass on to next one. Questions should not be rephrased. iii Questions from a set list[4] /I.2b/. Topics may be varied with different candidates. One should be chosen and introduced in the foreign language, using questions provided. Examiner/teacher should feel free to develop conversation according to candidate's interests and responses, prompting him, if necessary. If first topic is unfruitful, a second may be broached. Candidate should be encouraged to talk freely. Oral proficiency assessment Reading aloud[5] /I.1/. Questions on passage read aloud in /I.1/[5] /I.2a/. Simple questions should be asked based directly and indirectly on the text. General conversation[5] /I.2/. Candidate should be given opportunity to talk freely on matters of personal or general interest.	Listening comprehension: questions in written English; answers in written English[6] /II.1a/. Two passages of continuous prose. Candidates complete answers to first passage, before listening to second. Passage is read twice by the teacher with two minutes between readings, during which the candidates are allowed to study questions for the passage concerned. Notes may be made at any time during the test. Answers need not be in complete sentences.	Ib Written comprehension: questions written in English; answers written in English /III.2a/. Passage of continuous prose. Ib Translation foreign language to English /III.1/. One passage. Candidates will be expected to show accurate understanding of the meaning of the passage by expressing it in clear and acceptable English. II Written comprehension: questions written in foreign language; answers written in foreign language /III.2b/. Short and relatively simple passage. Questions will be such as might be used in class for language practice[7]. SEE IV WRITING.	Written comprehension: questions written in foreign language; answers written in foreign language /IV.2/. Short and relatively simple passage. Questions will be such as might be used in class for language practice[7]. SEE III READING. Composition[5] /IV.3/. 150 - 200 words, requiring expansion of a short summary, telling of a story based on a picture series, or writing of a letter. Choice of two subjects each year.

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[1] Oral proficiency test applies only to the sample selected by the Board to be tested. Visiting examiners or teachers conduct tests using materials provided by Board; teacher-conducted tests are recorded and externally marked. See Sources 1 and 2 opposite

[2] Information published: See Source 2 opposite

[3] Presenting authorities are required to give a numerical mark for oral proficiency (which amounts to fifty) for all candidates based on their normal performance in the activities described above: See Source 1 opposite

[4] Information published: See Source 2 opposite

[5] Information published: See Source 3 and Section C opposite

[6] In addition to information in Source 1, Board has published specific information for invigilators in the listening comprehension test: See Source 4 opposite. See also Section C opposite

[7] See Sections B and C opposite

Table 38 Scottish Certificate of Education Italian Syllabus (Alternative) 'O' grade

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No specific information provided, but following information has been derived from the source indicated:)

Section II, Questions in the foreign language

...to test the candidate's ability to understand the language spoken at a reasonable speed and to answer promptly and accurately within the limits set by the questions. (Source 1)

Section III , Oral composition

...to test the candidate's ability to tell a simple story in the foreign language. (Source 1)

Section VI, Written composition

...to test the candidate's ability to express simple ideas and feelings in the foreign language with reasonable accuracy. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information provided but the following information has been derived from the sources indicated:) (See section C below.)

Prescribed topics for the examination

In dealing with the...topics candidates will be expected to be able to use only simple everyday vocabulary and idiom. (Source 1) (Fifteen major topic areas are listed, some with closely allied subject areas, e.g. school; cinema and theatre.) (Source 1)

Background knowledge

There will be no separate test of background knowledge, but common facts about the country may be introduced. (Source 1) (Seven major topic areas are listed, some with closely allied subject areas, e.g. well-known buildings, streets and other prominent features in the chief cities.) (Source 1)

Section I , Oral reading

Passages...should be straightforward, easily comprehensible and of an appropriate standard. Individual words which may provide excessive difficulties of pronunciation should be avoided. Inclusion of direct speech will more effectively test intonation, but pure dialogue form is of course unacceptable. (Source 2)

Section II , Questions in the foreign language

Questions set should be uncomplicated, readily comprehensible and reasonably brief....An attempt should be made to test a reasonable range of verb forms and tenses. (Source 2)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(The Board has published specific information (Source 4) for all modern languages in the Traditional Syllabuses relating to the setting and marking procedures for each paper.) Much of this information applies equally to the Alternative examinations although this is not specifically stated in the text. (Source 2) (Source 2 which runs to four pages of typescript gives detailed information about the setting and marking procedures for each test, and is referred to here unless otherwise stated.)

Section I , Oral reading

Candidates will be expected to read with understanding and fluency. They will also be required to read with correct pronunciation and appropriate intonation. (Source 1) (See also Source 4 for relevant information on criteria and marking.)

Section II, Questions in the foreign language

i. Since the ability to understand the language spoken at a reasonable speed and the ability to answer promptly and accurately are both being tested, a mark should be awarded for the former as well as for the latter. As answering is a productive manifestation of the language... it carries a greater weighting than understanding...; ii. Each of the ten questions carries two marks; iii. Full marks...for minimum correct, relevant answers which can be a) a sentence...; b) a subordinate clause of reason. Half mark per question...for clear evidence of understanding of the question whether or not the answer is grammatically accurate. One and a half marks...for the grammatical accuracy and comprehensibility of a fluent answer; iv. Every grammatical mistake...and every part which is not comprehensible should be penalised with the deduction of half a mark, up to a maximum of one and a half marks; v. No marks...a) if an answer is not comprehensible, b) if an answer shows total misunderstanding of or is totally irrelevant to the question asked, even if the answer is grammatically correct; vi. Answers that do not contain the stated minimum requirement should lose half a mark every time this occurs, up to a maximum of five marks, even if otherwise correct and relevant, appropriate and comprehensible..; vii. Weaknesses in pronunciation should not be penalised unless they lead to difficulties of understanding; viii. No penalty should be exacted for errors contained in those parts of answers that exceed the minimum required. (Source 2) (Examples of marked answers based on questions in the 1977 FRENCH paper are given showing the mark awarded for unacceptable answers and explaining the deductions made.) (Source 2)

Section III, Oral composition

...no deductions should be made for appropriate use of present tenses throughout....allowance must be made for the limited-time factor and lack of opportunity afforded candidates for reflection and revision....a candidate who speaks fluently and tells the story well in other respects should not be penalised for failure to round the story off satisfactorily.... Candidates' compositions are assessed...on an overall impression mark....Omission of sizeable sections...would bring the impression mark down by a pegged mark or more....A candidate whose narrative is minimal or sketchy and whose delivery throughout is slow and hesitant with long gaps resulting in failure to reach the end of the story should be subject to the additional penalty on the impression mark...Mistakes of pronunciation and intonation...should not be specifically penalised unless comprehension is impeded. (Source 2) The qualities looked for are relevance, comprehensibility, and adequate knowledge of basic vocabulary and constructions, fluency and a reasonable degree of accuracy. (Source 1)
(Forty marks with seven categories of grading.) (Source 2)

Section IV, Listening comprehension

(The principles outlined in the Traditional Syllabus apply.) (Source 2) (Refer to Source 4 and Table 37.)

Section V, Reading comprehension

(The principles outlined on the Traditional Syllabus apply.) (Source 2) (Refer to Source 4 and Table 38.)

Section VI , Written composition

The same basic requirements of relevance, accuracy, vocabulary and idiomatic use of language apply as to assessment of Traditional written composition...with...provisos. (Source 2) (Refer to Source 4 and Table 38.)
Candidates' compositions are assessed by the Board's examiners on an overall impression mark. (Source 2) (Twenty marks with seven categories of grading.) (Source 2)

D. SOURCES

All published by the Scottish Certificate of Education Examination Board.

1 Scottish Certificate of Education Examination. Conditions and arrangements 1979.

2 Modern languages (Alternative) on the Ordinary grade. Supplement to the booklet "Guidance for teachers on the setting and marking of school examinations: Modern Languages".

3 Alternative Ordinary grade examinations in modern languages. Instructions to nominated teachers. 1978.

4 Guidance for teachers on the setting and marking of school examinations. Modern languages. 1971.

Table 38 Scottish Certificate of Education Ordinary grade: Italian (Alternative)

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral sections, Section I oral reading, Section II questions in the foreign language, Section III oral composition[1]	Section IV listening comprehension[2]	Section V Reading comprehension	Sectton VI Written composition
Time	Oral section approx. 15 mins comprising: I 2 mins plus 2 mins preparation II approximately 5 - 6 mins[2] III 3 mins plus 4 mins preparation time	30 mins (15 mins per passage)	1 hour	45 mins
Marks	I approx. 7% II approx. 13% III approx. 27%	approx. 13%	approx. 27%	approx. 13%
Desription	I Reading aloud /I.1/. Candidates have two minutes to prepare the passage and two minutes to record their reading of the passage[3]. II Questions on a specified topic /I.2b/. Ten questions recorded on tape by native speakers based on a general topic drawn from the list of prescribed topics[4]. The topic is announced in English and the foreign language at the beginning of the test. There will be a short pause for candidates to consider the topic before the speakers begin to ask the questions. Each question will be asked twice followed by a pause of approximately ten seconds during which the candidates record their answers. Candidates should answer in a sentence and the verb tense should be appropriate to the question set[2,3]. III Narrative based on a series of pictures /I.2d/. Based on four to six pictures. Candidates have four minutes to prepare their composition and three minutes to record it. Brief notes may be made during the preparation time. Candidates may use any appropriate tense. The examination of each candidate is recorded on tape. The tapes are sent to the Board for marking[2].	Listening comprehension: questions in written English; answers in written English /II.1a/. Based on two passages, including one dialogue, recorded by native speakers. Each passage is dealt with separately. The passages are played twice with an interval of two minutes between the playings, during which candidates have an opportunity to study the questions set on that passage. Notes may be made at any time during the test. Answers need not be in complete sentences.	Written comprehension: questions written in English; answers written in English /III.2a/. Continuous passage of modern prose. The chief emphasis is on understanding the salient points in the passage.	Composition /IV.3/. Letter (100 - 130 words).

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[1] Additional information and instructions published : See Sources 2 and 3 opposite

[2] See Source 3 opposite

[3] See Source 2 and Section B opposite

[4] List published: See Source 1 and Section B opposite

Table 39 Welsh Joint Education Committee Italian Syllabus 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No information published.)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(With the exception of the oral examination, part a, no information provided.)

Oral examination, part a

(Committee has published list of) conversation topics with illustrative examples of questions that may be used (to start a conversational exchange). (Source 2) (Ten topics, eg Expressions of time, dates, etc, each with ten suggested questions.)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Committee has published information on mark allocations and marking procedures in Source 7.)

Paper Oa, translation into Italian

...prose is split into short sections, each carrying the same number of possible marks; and no matter how many mistakes a candidate may make in one section, he cannot lose more than the number of marks allotted....working total is double the final mark,...half a mark is...deducted for each mistake. (Source 7) It is expected that candidates should know at least the simpler subjunctive constructions.... (Candidates) should be encouraged to provide a similar word when the exact equivalent is not known. (Source 7)

Paper Oa, composition

...positive and negative marks are used, positive marks...awarded where a candidate has attempted an idiomatic expression, even though it is not quite correct. (Source 7) Candidates must keep to the subject: marks are deducted for material which is irrelevant, however well-expressed. (Source 7)

Paper Ob, translation into English

...marked only negatively....split into sections, with a maximum number of marks to be lost, which is not to be exceeded. (Source 7) ...point of this exercise is partly to see whether candidates can deduce the meaning of unusual words by understanding the general context in which they appear...more care should be taken over revising the final version to ensure that it makes sense, and that it is written in acceptable English. (Source 7)

Paper Ob, comprehension

Six marks..for each question. Penalties...for copying the text directly and at length. The mark out of six is divided by two to give the final result. (Source 7) ...candidates are expected to interpret the passage, and by using their own words as often as is practicable, show they have understood it. No marks...for reproducing sections of the text in the hope that the correct answer will be included....correct use (of pronouns) shows a good understanding of language, and marks are awarded accordingly. (Source 7) ...tense of the question should be matched in the answer. (Source 7)

Paper Oc, aural comprehension

Six marks..for each question. Penalties...for copying the text directly and at length. The mark out of six is divided by two to give the final result. (Source 7) ...high marks (are awarded) most often by giving short answers written in (candidate's) own words. Grammatical mistakes are less severely penalised than in Ob (Comprehension)....tense of the question should be matched in the answer. (Source 7)

Paper Od, dictation

...marked out of thirty, and one penalty per error or omission is incurred. Writing the same mistake twice, however, results in only one penalty....final mark is half the working total. (Source 7)

D. SOURCES

All sources listed below are published by the Welsh Joint Education Committee

1 General Certificate of Education. Certificate of Secondary Education. Regulations and syllabuses 1979.

2 General Certificate of Education. 1969 examination. Oral examinations in modern languages: Italian Ordinary level. List of conversation topics with illustrative examples of questions that may be used. CS/MO/M2174 11/76.

3 General Certificate of Education. Italian Oc. Aural comprehension (instructions) June 1978.

4 General Certificate of Education. Italian Ob. June 1978.

5 General Certificate of Education. Italian Oa. June 1978.

6 General Certificate of Education. Italian dictation Od. June 1978.

7 General Certificate of Education. 1978 Examiners' Report Italian Ordinary level.

Table 39 Welsh Joint Education Committee Ordinary level: Italian Two written papers, a dictation, and an oral test

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral examination, part a conversation test; part b oral composition test	Paper Oc, Aural comprehension test[2]	Paper Ob, part a translation into English of one unprepared prose passage; part b written comprehension test[2]	Paper Oa, part a translation into the foreign language; part b either composition based on a familiar subject (outline given) or composition based on a picture series or letter Paper Ob, part b written comprehension test[2] Paper Od, Dictation
Time	12 minutes	40 mins	Ob total 1½ hours	Oa 2 hours Ob total 1½ hours Od not indicated
Marks	Oral examination total 20%	Oc 12%[3]	a 14%[5] b 12%[5]	Oa(a) 16%[6] Oa(b) 20%[6] Ob(b) 12%[5] Od 6%
Description	a Conversation on prescribed topics /I.2b/. Based on list of ten conversation topics[1] with examples of questions which may be used to start a sustained conversation. b Narrative based on a series of pictures /I.2d/. Candidate is expected to tell story of an incident(s) depicted in a picture series. He is given a short time to study pictures. Each school submits a list, arranged in order of merit, of all the candidates entered, showing school's assessment of the oral competence of each candidate. Examiners visit schools and select from each school's entry candidates to be examined. Where entry is small, examiner may test all the candidates. Elsewhere, sufficient candidates are selected for examination to enable examiners to provide, if necessary, for all the candidates revised assessments based on the school's original assessments and on their appraisal of the standard attained by candidates in relation to the general standard of oral performance in other schools.	Listening comprehension: questions written in foreign language; answers written in foreign language[4] /II.1b/. Whole passage is read aloud to candidates by teacher, then candidates have five mins to study questions and make notes. Passage is read again in three sections. After each section has been read, candidates have seven mins to answer questions set on that section and to scrutinize questions set on next section. Whole passage is read a third time with five mins for revision. Note taking is not permitted during readings.	a Translation from foreign language to English /III.1/. One passage. b Written comprehension: questions written in foreign language; answers written in foreign language. /III.2b/. See also WRITING.	Oa(a) Translation from English to foreign language /IV.1/. One passage. About 120 words. Oa(b) Composition /IV.3/. 180-200 words in past tenses, where appropriate[7]. Either continuation of story outline, or letter or story based on picture series. Ob(b) Written comprehension: questions written in foreign language; answers written in foreign language /IV.2/. See also III READING. Od Dictation[8] /IV.4/. 80-100 words. A passage from an easy foreign text.

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[1] List published: see Section B and Source 2 opposite

[2] Paper Oc is taken in conjunction with Paper Ob

[3] Mark allocations for each test are printed on all other examination papers. No indication for Paper Oc. (Mark derived by deduction.)

[4] See Source 3 opposite

[5] Mark allocations are printed on examination papers. See Source 4 opposite

[6] Mark allocations are printed on examination papers. See Source 5 opposite

[7] See Source 5 opposite

[8] Instructions published: see Source 6 opposite

Table 40 Associated Examining Board Russian 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No specific information provided, but the following information has been derived from the sources indicated.)

Paper 2, Use of language and composition, part a

...to test the candidate's ability to manipulate the foreign language. (Source 1)

...object of the test is NOT to test comprehension. (Source 4)

...specifically designed to be a test of accuracy and attention to detail. (Source 4) (We have drawn on Source 4 which is intended for French Syllabus I and II, because Paper 2a of the two French syllabuses (030 and 130) and Russian are identical, also the Board is preparing a similar statement for Russian.)

Paper 4, Oral test

...great importance will be attached to the oral use of the language. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information provided, but the following information has been derived from the sources indicated.)

Paper 2, Use of language and composition, part a

In some cases the degree of manipulation might be quite small, in others fairly extensive; it might involve changes of tense or word-order, the conversion of Direct Speech to Reported Speech and vice versa, or sometimes the composition of an entirely new sentence. (Source 4) (See note on Source 4 above in Section A) (Board is) not concerned with the mere seeking after synonyms but with the ability to give natural and precise answers to the questions AS THEY ARE ASKED. (Source 4)

Paper 4, Oral test, part b

(Conversation) on matters of everyday life at home and in the countries concerned. (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(No specific information provided but the following information has been derived from the sources indicated. See note on Source 4 in Section A.) (See opposite page for mark allocations.)

Paper 2, Use of language and composition, part a

...a candidate who tries to answer the questions by copying out sections from the text, without altering them in any way, is not going to score any marks, because he will not in fact have answered the questions set. (Source 4) ...the marks in this test are awarded not for the factual correctness of the answer, but for the linguistic correctness...the marks gained are awarded for production of language rather than for understanding. (Source 4) (Board is) not concerned with the mere seeking after synonyms, but with the ability to give natural and precise answers to the questions AS THEY ARE ASKED. (Source 4)

D. SOURCES

All the sources listed below are published by the Associated Examining Board.

1 Syllabuses 1979. Section IV: Languages: Modern and Classical

2 June Examination 1978. Modern languages - Oral examination and dictation test. Ordinary and Advanced levels. Modern languages/M Form. AEB, 1978

3 Reports of Examiners. June Examination 1978. Section 4: Languages: Modern and Classical. AEB, 1978

4 Modern languages - Ordinary level. Statement to clarify the requirements of the Board in relation to Question 1 of Paper 2. French Syllabus I and Syllabus II (030 and 130). Paper 2. Use of language and composition.

Table 40	Associated Examining Board	Ordinary level:Russian	Three written papers and an Oral test.	
	I ORAL	II AURAL	III Reading	IV WRITING
Paper	Paper 4, Oral test, part a; part b	Not examined	Paper 1, Translation into English	Paper 2, Use of language and composition, part a, part b Paper 3, Dictation
Time	About 15 mins		1 1½ hours	2 total 2 hours 3 30 mins
	25%		1 each passage 15%[2] (Paper 1 total 30%)	2a 20%[2] 2b Approx. 17% 3 Approx. 7%
	a Reading aloud /I.1/. One passage. b General conversation /I.2/. Conversation on passage read and on matters of everyday life at home and in the countries concerned. Conducted by a visiting examiner[1].		1 Translation foreign language to English /III.1/. Two passages for translation from Russian into English.	2a Written comprehension: questions written in foreign language; answers written in foreign language[3,4] /IV.2/. Prose passage(s). 2b Composition /IV.3/. About 200 words. Choice of subjects. 3 Dictation /IV.4/.[5]
	1 See Source 2 opposite		2 Mark allocations published. See Source 3 opposite 3 This test is intended by Board as a manipulation test. No marks awarded for comprehension. See Source 4 opposite	4 Although Source 4 opposite refers to French, Paper 2a French Syllabus I (030) and Syllabus II (130) are identical to Russian (057). See Source 4 and Sections A and B opposite 5 Instructions published. See Source 2 opposite

Table 41 University of Cambridge Local Examinations Syndicate Russian Syllabus 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No specific information provided, but see Source 4. Approx. one page of the document is devoted to analysing the three main reasons for using a multiple-choice test for measuring and testing reading comprehension, indicating some of the aims of the test itself.)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information provided, but the following information has been derived from the sources indicated.)

Paper 5 and 6, Oral test, part ii conversation based on picture

...candidates will be required to demonstrate reasonably competent understanding and use of at least the present tense and a past tense, and an adequate range of lexis and structure. (Source 2)

Paper 5 and 6, Oral test, part iii discussion of prepared topic

(Ten prescribed topics e.g. school life.) Candidates will be required to prepare three topics: these may all be taken from the list...or may include further topics from the candidate's own choosing.... (Source 2) ...each candidate should...seek an aspect which interests him particularly. The subject matter itself should be stressed less than the candidate's own involvement in the topic he is to discuss. The latter may be related quite freely to his own country or to a foreign country or to a comparison of the two. (Source 2)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information on the techniques adopted in setting and marking Paper 2 is provided in Sources 4 and 6. Information on marking principles is published for the Oral test in Source 2. This document runs to approx. fifteen pages, giving detailed instructions for the modern language syllabuses at 'O' and 'A' level. All papers except Papers 1 and 2 are covered at 'O' level. Information on the Oral test, Papers 5 and 6 runs to approx. five pages, covering the conduct of the examination, examining techniques and marking principles. Source 7, intended for the 1980 examination, devotes approx. two additional pages to an examiners' guide to marking covering each part in the oral test. Information on grading, marking principles and the general aspects of the performance of candidates in various mark ranges is given.) (See mark allocations opposite.)

Paper 2, Reading comprehension

(The Syndicate has published a six page document, Source 4, which analyses the three main reasons for adopting a multiple-choice test as a compulsory part of the examination since 1978 for testing reading comprehension. The document discusses the aims, validity and advantages of such a test. It also explains the statistical parameters used, and provides tables (relating to French only) showing the distribution of scores (for Summer 1975), and the levels of facility/discrimination of the test items (for Summer 1973/Summer 1975). Texts of the tests are also reproduced. Additionally, Source 6 devotes one and a half pages to a short glossary/explanation of test terminology. A supplementary two-page leaflet, Source 8, gives statistical tables relating to Summer 1976 and 1977. The texts of the tests are also reproduced.)

Paper 5 and 6, Oral test, part i reading test

Marks will be awarded both for accuracy of pronunciation, and for intonation, expression and general fluency. (Source 2)

Paper 5 and 6, Oral test, part ii conversation based on picture

It should be made clear to candidates that it is their responsibility to convince the examiner of their competence in the spoken language. Whilst the examiner will make every effort to encourage candidates to speak and lead them on to topics of interest to them, candidates who persist in giving only very brief or monosyllabic replies cannot expect to receive many marks. (Source 2)

Paper 5 and 6, Oral test, part iii discussion of prepared topic

(The Syndicate has provided guidance to teachers.) (Source 2)

...if a candidate wishes to prepare material with a highly factual content, e.g. relating to history or geography, the teacher should make certain that the candidate can actually discuss his material and not simply give a memorized lecturette, for which he will be penalized. The candidate's general ability to talk fluently in the foreign language far outweighs the importance of the factual content...and the title as such is only to be regarded as the starting point for a conversation which should be as far as possible spontaneous and natural. (Source 2)

The candidate should be helped to show to his best advantage his ability to converse freely in the language.... (Source 2) Whilst the majority of marks will be awarded for grammatical accuracy and use of structures, idioms and vocabulary, further positive marks will be awarded for general fluency and conversational ability.... Individuals or groups of candidates who produce almost identical rehearsed lecturettes will not therefore gain high marks .... candidates who follow up an elegant, polished speech with short, ungrammatical replies will be marked on their performance as a whole, and the preliminary speech may be largely disregarded. Candidates will be awarded marks for variety and interest as well as accuracy. (Source 2) (The Syndicate lists the six techniques to be avoided.) (i) The lecturette (with) little or no spontaneous conversation. (ii) The interrogation, where the teacher asks simple questions requiring automatic answers.... (iii) Excessive participation on the teacher's part, with monosyllabic answers from the candidate. (iv) Almost identical, over-rehearsed pseudo-discussion, where the same questions are put to different candidates at the same point in a topic. (v) A marked repetition of prepared questions and answers. (vi) Excessive concentration on subject matter detail. Relatively few marks are awarded for content.... (Source 2)

D. SOURCES All published by the University of Cambridge Local Examination Syndicate.

1 General Certificate of Education and Use of English Examination 1979. Syllabuses in English Subjects, Classics, Modern Languages, General Studies, General Paper, Use of English. Subject Syllabus EL (1979). July 1977.

2 General Certificate of Education. Modern Languages. Syllabuses, additional notes, and instructions. Syllabus supplement M.L. (1978). 1977.

3 General Certificate of Education. Russian Ordinary level. Paper 3 Listening comprehension. June 1978.

4 Ordinary level French, German, Russian and Spanish. Multiple-choice tests of reading comprehension. Circular to schools No.77/14 dated September 1977. Circular to schools No.C77/8 dated September 1977.

5 General Certificate of Education. Russian Ordinary level. Paper 1 Translation and composition. June 1978.

6 Criticisms of the question papers set at the Summer 1978 GCE examinations, with comments by the subject committees. With examiners' notes on the work of candidates in certain papers. Part 3 (Modern languages). MG3 (1978). December 1978.

7 General Certificate of Education. Modern languages. Syllabuses, additional notes, and instructions. Syllabus supplement M.L. (1980). July 1978.

8 Ordinary level Russian: reading comprehension.

Table 41 | University of Cambridge Local Examinations Syndicate | Ordinary level: Russian | Three written papers and an oral test

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Either Paper 5, Oral test[1] (External) Or Paper 6, Oral test[1] (Internal) Paper 5 and Paper 6, Oral test: part i reading test, part ii conversation based on picture; part iii discussion of prepared topic	Either Paper 3, Listening comprehension Or Paper 4, Listening comprehension	Paper 1, Translation and composition, part i translation into English Paper 2, Reading comprehension	Paper 1, Translation and composition, part ii composition based on a series of pictures and either part iii composition based on a choice of topics, or part iv translation from English
Time	i 5 mins plus 10 mins preparation time[2] ii 5 mins[2] iii 5 mins[2]	3 40 mins 4 40 mins including 10 mins for total reading time[5]	1 Total 2¼ hours 2 40 mins	1 Total 2¼ hours
Marks	i 10%[3] ii 7½%[3] iii 7½%[3]	3 15% 4 15%	1 Total 45% 2 15%	1 Total 45%
Description	i Reading aloud[4] /I.1/. Alternative passages usually provided. At least two should be used at random. ii Questions based on a single picture[4] /I.2c/. Precise, factual information will not be demanded. Candidates are expected to give natural replies to questions and should be encouraged to take initiative in this part of the oral test. iii Conversation on prescribed topic[4] /I.2b/. Candidates will be required to prepare three topics from list of ten or of their own choosing. At the examination they will be required to choose one at random. The conversation should be as far as possible spontaneous and natural and the title regarded as the starting point for the conversation. Paper 5. Oral test is conducted by a visiting external examiner. Paper 6. Oral test is conducted by the staff at each centre.	3 Listening comprehension: multiple-choice questions in foreign language /II.1e/. 30 multiple-choice questions based on recorded material. Four suggested answers to each question.[6] 4 Listening comprehension: questions written in foreign language; answers written in foreign language /II.1b/. Ten written questions on story read aloud by teacher. The story is read twice. Candidates are not allowed to write during either reading. The first reading should take approximately the time specified at the end of the passage. The second should be at the same pace as the first. Both should be done in a natural way. Between the first and second readings, candidates are allowed five mins to read the questions and to make notes. During the remaining 30 mins, after both readings have been completed, they write their answers to the questions.[7]	1i Translation foreign language to English /III.1/. One passage. 2 Written comprehension: foreign language passage: multiple-choice questions in foreign language /III.2c/. 30 multiple-choice questions.[8]	ii Composition /IV.3/. Based on a picture-series (about 150 words), using the past tense.[9] AND EITHER iii Composition (about 150 words) based on a choice of topics in form of letter, dialogue, description etc. /IV.3/. OR iv Translation English to foreign language /IV.1/. One passage.

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1 Information and instructions published. See Source 2 opposite.

2 See Source 2 opposite

3 See Source 7 opposite

4 No information in Source 1. See Source 2 opposite

5 List published: see Source 2 and Section B opposite

6 See Source 3 opposite

7 Instructions published. See Source 2 opposite

8 See Source 4 and Section B opposite: Specimen published

9 See Source 5 opposite

Table 42 Joint Matriculation Board Russian Syllabus A 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

...to evaluate attainment in speaking and writing Russian and in comprehending its spoken and written form. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(Board has published a list of word forms and structures, an active knowledge of which is required. This list is in conventional terms and runs to approximately nine pages, appearing in Source 1.)

(Syllabus information specific to individual papers is limited to the oral examination: see below:)

Oral examination , conversation tests c and d

(Candidates) should be able to sustain an intelligent conversation...around the given topics and to anwer freely and accurately questions on everyday topics. (Source 1)

Oral examination, conversation test c

(Board has published list of fifteen topics in Source 1 ,e.g. sport, leisure, my favourite book.)

Oral examination, conversation test d

The following topics could provide suitable material for questions: the date and time, the journey to school, activities in school and outside, household routine, sport, hobbies, holidays, the family. (Source 2)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Board has provided information on marking procedures for each section of each paper. (Source 1), but more detailed information on marking procedures covering grading in the oral examination, reading and conversation test is given in Source 2.)

(See mark allocations opposite)

Paper I part i translation into Russian

...one mark (deducted) for a grammatical mistake and half a mark for a vocabulary error up to a maximum for each section determined according to length and difficulty. Repeated errors of spelling and consequential errors are not normally penalised. Outstandingly good translations can earn bonus marks. (Source 1)

Paper I part i composition and Paper I part ii compositions

...working total of fifty marks for each, forty...for grammatical accuracy and ten...for breadth of vocabulary and use of structures and idioms. (Source 1)

Paper II aural test

...working total of forty marks...one mark for each correct factual answer or part of a long answer. (Source 1)

Paper II translation of Russian passage

...working total of forty marks... passages (are) divided into equal proportions and one mark deducted for each section incorrectly rendered. (Source 1)

Oral examination, general

Credit will be given for all positive aspects of speech and content. (Source 1)

Oral examination, part a dictation

...working total of twenty marks...one mark (deducted) for each grammatical error and half a mark for each spelling error. (Source 1)

Oral examination, part b reading

...fluency, pronunciation, phrasing and intonation are assessed. Source 1)

Oral examination, part c conversation test

...twenty-five marks....(Source 1)

Any form of conversation will be acceptable provided that there is at least a substantial proportion of free and unrehearsed conversation on the subject. A memorised account does not constitute a conversation. (Source 1)

Oral examination, part d conversation test

...twenty-five marks....(Source 1)

Oral examination, part c and part d conversation tests

...marks are awarded for fluency, accuracy of grammar, range of vocabulary and comprehension. (Source 1)

D. SOURCES

All published by the Joint Matriculation Board.

1 General Certificate of Education. Regulations and syllabuses 1979.

2 General Certificate of Education 1979. Reading and conversation tests in modern foreign languages (Ordinary) Syllabus A, Russian (Ordinary) Syllabus B, Italian and Polish. Instructions to examiners S 10 (0).

3 General Certificate of Education. Russian Ordinary Syllabus A Aural test. Summer 1978.

4 General Certificate of Education. Russian Ordinary Syllabus A Dictation. Summer 1978.

5 General Certificate of Education. Russian Ordinary Syllabus A and B Paper I. Summer 1978.

6 General Certificate of Education 1979. Oral tests in modern foreign languages (Ordinary) Syllabus A, Russian (Ordinary) Syllabus B, Italian and Polish. Instructions to supervisors S 15 (0).

Table 42 Joint Matriculation Board Ordinary level: Russian Syllabus A Three written papers and an oral examination

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral examination[1], part b reading, parts c and d conversation tests	Paper II, Aural test	Paper II, Translation of Russian passage	Paper I, Composition, part (i) EITHER translation of an English passage into Russian OR guided composition AND part (ii) EITHER composition based on picture/picture series OR composition based on printed outline of essay in Russian OR letter
Time	about 15 mins	30 mins	$1\frac{1}{4}$ hours	I $1\frac{1}{2}$ hours Dictation 30 mins[5]
Marks	b $3\frac{1}{3}$% c and d $16\frac{2}{3}$%	$13\frac{1}{3}$%	$26\frac{2}{3}$%	I $33\frac{1}{3}$% Dictation $6\frac{2}{3}$%
Description	b Reading aloud[1] /I.1/. All passages supplied by the Board should be used, varying the order as much as possible. Candidate is given three minutes to prepare passage. c Questions on prepared topics /I.2b/. Candidate prepares three topics from prescribed list of fifteen[2]. In the examination examiner will choose one of these, and candidate is required to converse at some length on the chosen topic. d General conversation /I.2/. Conversation on everyday topics. Examiner may use reading passage as a starting point for conversation. "Definition" type questions are recommended as useful. Answers to questions need not be in complete sentences, but questions inviting yes or no replies should be avoided. Extraneous visual aids must not be introduced into the examination as an incentive to conversation. Where necessary a candidate should be prompted and encouraged. If no answer is given, questions may be rephrased. Tenses other than the present should be used[3]. Conducted by an external examiner. Syllabus A and Syllabus B oral examination, reading and conversation tests are the same. There is no dictation test in Syllabus B.	Listening comprehension: questions in written English; answers in written English[4] /II.1a/. Candidates study questions set on passage then whole passage is read by the teacher in the time stipulated by the Board; during this reading candidates may not take notes. Passage is read a second time during which two short pauses of half a minute each are made. Candidates may take notes during this reading, at the end of which candidates have fifteen minutes to answer questions.	Translation foreign language to English /III.1/. Two passages.	(i) EITHER Translation English to foreign language /IV.1/. Translation of an English passage into Russian with aid of a parallel text in Russian OR Composition /IV.3/. Following an outline printed in English. AND (ii) EITHER Composition /IV.3/. 150 - 180 words[6] based on picture/picture series OR composition based on an outline of essay in Russian OR letter at discretion of examiners. Either the past or the present tense may be used as the main tense, but consistency is essential. Paper I of Syllabus A and Syllabus B are the same. Dictation[7] /IV.4/.

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1 Information on reading and conversation tests published: See Source 2 opposite

2 List of fifteen topics published: See Source 1 and Section B opposite

3 See Source 2 opposite

4 See Source 3 opposite

5 See Source 4 opposite

6 See Source 5 opposite

7 Instructions published: See Source 6 opposite

Table 43 Joint Matriculation Board Russian Syllabus B 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

...to evaluate attainment in speaking and writing Russian and in comprehending its spoken and written form. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(Board has published a list of word forms and structures, an active knowledge of which is required. This list is in conventional terms and runs to approximately nine pages, appearing in Source 1.)

(With the exception of the following paper), no information has been published. Information has been derived from the sources indicated.)

Oral examination, conversation tests c and d

(Candidates) should be able to sustain an intelligent conversation...around the given topics and to answer freely and accurately questions on everyday topics. (Source 1)

Oral examination, conversation test c

(Board has published list of fifteen topics in Source 1 e.g. sport, leisure, My favourite book.)

Oral examination, conversation test d

The following topics could provide suitable material for questions: the date and time, the journey to school, activities in school and outside, household routine, sport, hobbies, holidays, the family. (Source 2)

Paper II listening comprehension and reading comprehension

...overall comprehension is required; questions will not demand knowledge of unusual, technical or literary vocabulary. (Source 1)

Paper II listening comprehension

The subject matter will be topical and conversational rather than literary. (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Board has provided information on marking procedures for each section of each paper in Source 1, but more detailed information on marking procedures covering grading in the oral examination, reading and conversation tests is given in Source 2.)

(See mark allocations opposite)

Paper 1 part i translation into Russian

...one mark (deducted) for a grammatical mistake and half a mark for a vocabulary error up to a maximum for each section determined according to length and difficulty. Repeated errors of spelling and consequential errors are not normally penalised. Outstandingly good translations can earn bonus marks. (Source 1)

Paper 1 part i and Paper 1 part ii composition

...working total of fifty marks for each, forty...for grammatical accuracy and ten...for breadth of vocabulary and use of structures and idioms. (Source 1)

Paper II listening comprehension and reading comprehension

...each correct response gains one mark; no deduction is made for wrong answers. (Source 1)

D. SOURCES

All published by the Joint Matriculation Board.

1 General Certificate of Education. Regulations and syllabuses 1979.

2 General Certificate of Education. Summer 1979. French, German, Spanish and Russian Ordinary Syllabus B (and Paper II in Spanish (Ordinary) Syllabus A). Instructions to supervisors and examining teachers. S58(0).

3 General Certificate of Education. Oral tests in modern foreign language. (Ordinary) Syllabus B, Italian and Polish. Instructions to supervisors. S15(0).

Table 43 | Joint Matriculation Board | Ordinary level : Russian Syllabus B | Two written papers and an oral examination

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral examination[1], part b reading, parts c and d conversation tests	Paper II, comprehension, Section I, listening comprehension	Paper II, comprehension, Section 2, reading comprehension	Paper I, Composition, part i EITHER translation of an English passage into Russian OR guided composition AND part ii EITHER composition based on picture/picture series OR composition based on printed outline of essay in Russian OR letter
Time	about 15 mins	30 mins	40 mins	I $1\frac{1}{2}$ hours
Marks	b $3\frac{1}{3}$% c and d $23\frac{1}{3}$%	20%	20%	I $33\frac{1}{3}$%
Description	b Reading aloud[1] /I.1/. All passages supplied by the Board should be used, varying the order as much as possible. Candidate is given three minutes to prepare passage. c Conversation on prescribed topics /I.2b/. Candidate prepares three from prescribed list of fifteen[3]. In the examination examiner will choose one of these, and candidate is required to converse at some length on the chosen topic. d General conversation /I.2/. Conversation on everyday topics. Examiner may use reading passage as a starting point for conversation. "Definition" type questions are recommended as useful. Answers to questions need not be in complete sentences, but questions inviting yes or no replies should be avoided. Extraneous visual aids must not be introduced into the examination as an incentive to conversation . Where necessary a candidate should be prompted and encouraged. If no answer is given a question may be rephrased. Tenses other than the present should be used[3]. Conducted by an external examiner. Syllabus A and Syllabus B oral examination, reading and conversation tests are the same. There is no dictation test in Syllabus B.	Listening comprehension: multiple-choice questions in foreign language /II.1e/. Candidate should be able to follow dialogue or narrative spoken by native speaker at a natural speed, and be prepared to answer questions to show that he has understood all the main points. Subject matter topical and conversational rather than literary.	Written comprehension: foreign language passage: multiple-choice questions in foreign language /III.2c/. (i) Short multiple-choice questions in Russian of the vocabulary-in-context type. (ii) Multiple-choice questions in Russian based on longer narrative passages.	Ii EITHER Translation English to foreign language /IV.1/. Translation of an English passage into Russian with aid of parallel text in Russian OR Composition /IV.3/. Following an outline printed in English AND Iii EITHER Composition /IV.3/. 150 - 180 words[4] based on picture/picture series OR composition based on outline of an essay in Russian OR letter at discretion of examiners. Either the past or the present tense should be used as the main tense, but consistency is essential. Paper I of Syllabus A and Syllabus B are the same

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[1] Information on reading and conversation test published: See Source 2 opposite

[2] See Source 2 opposite

[3] List published: See Source 1 and Section B opposite

[4] See Source 3 opposite

Table 44 University of London Russian Syllabus 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

...to test the candidate's grasp of the written language, including orthography, by requiring him to relate the language as written to the language as spoken. (Source 1)

Paper 1, part b listening comprehension

...to test the candidate's understanding of the spoken language. (Source 1)

Paper 2, part a translation from Russian

...to test the candidate's understanding of the written language and his ability to render the text accurately into acceptable English. (Source 1)

Paper 2, part b directed production

...to test the candidate's ability to write accurately and relevantly in the language. (Source 1)

Paper 2, part c essays

...to test the candidate's capacity to express ideas freely in accurate Russian on a given subject using a variety of vocabulary and idiom. (Source 1)

Paper 3, Oral test, all parts

...to test the candidate's pronunciation and his ability to communicate in the spoken language. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No information provided)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information has been provided in Source 2 on each of the papers.)

(See mark allocations opposite)

Paper 1, part a dictation

...working total of ten...each group of words is usually allocated a quarter of a mark, and four quarter marks are allocated for punctuation. (Source 2)

Paper 1, part b listening comprehension

...[working total of twenty]...there are always twenty items requested and one mark is given for each item of information (Source 2)

Paper 2, part a translation from Russian

...divided into three paragraphs, each carrying the same number of marks. Each...is then subdivided where possible into phrases of two, three or four words, each worth a mark [the working total is double the actual total]. (Source 2)

Paper 2, part b directed production

...(candidates) should pay particular attention to the question word as it often helps to form the answer....they should use the tense of the question in their answer, and...they should make the necessary changes in nouns, pronouns and possessive adjectives. No credit ...for a line of the text with little or no manipulation. (Source 2)

Paper 2, part c essays (picture essay)

...candidates should aim to write roughly the same amount for each picture since the marks are distributed equally over the four paragraphs. They are marked on credit, which is given for vocabulary and syntax....Performance (can be improved) by keeping sentences short, by varying the structure and vocabulary as much as possible and avoiding repetition.... (Source 2)

Paper 2, part c essays (letter or dialogue)

As for the previous question (picture essay), marking is positive: credit is built up for correct Russian vocabulary, grammar and syntax; mistakes are ignored,...so are repetitions of the same vocabulary and grammatical points....Variety...is looked for. (Source 2)

Paper 3, Oral test, part a reading aloud

...carries...40% of the oral marks. Candidates are awarded marks for good pronunciation, intonation, fluency...and stress. (Source 2)

Paper 3, Oral test, part b comprehension

...questions...carry a total of 20% of the oral marks...candidates are not penalised for grammatical inaccuracies in their answers, if their reply indicates that they have understood both the question and the passage. (Source 2)

Paper 3, Oral test, part c general conversation

...(carries) 40% of the oral marks....The candidate who easily understands the examiner's questions and expresses himself easily and correctly in simple Russian gains high marks. The highest marks are gained by candidates who demonstrate their ability to use a variety of linguistic structures including idiomatic and impersonal expressions. (Source 2)

D. SOURCES

All published by the University of London, University Entrance and School Examinations Council.

1 General Certificate of Education Examination. Regulations and syllabuses. June 1979 and January 1980. University of London, 1977.

2 General Certificate of Education Examination. Subject Reports. June 1978 examinations. University of London, 1978.

3 General Certificate of Education Examination. Oral tests in modern languages. June 1979 examination onwards. Appointment of teacher examiners and visiting university examiners. September, 1978.

4 General Certificate of Education Examination. June 1978. Ordinary level. Russian 1. Instructions for dictation and listening comprehension tests. (Dict. and Listening comp.) 570.

5 General Certificate of Education Examination. January 1979. Ordinary level. Russian Paper 2.

Table 44	University of London	Ordinary level: Russian	Two written papers and an oral test	
	I ORAL	II AURAL	III READING	IV WRITING
Paper	Paper 3, Oral test, part a reading, part b comprehension, part c conversation	Paper 1, part b listening comprehension	Paper 2, part a translation from Russian, part b directed production	Paper 1, part a dictation Paper 2, part b directed production, part c essays
Time	total 8 - 10 mins plus few minutes preparation time for part a and part b	½ hour[3]	2 total 2¼ hours	1a 1½ hour[3] 2 2¼ hours
Marks	a 3%[1] b 6%[1] c 6%[1]	10%[1]	2a 21%[4] 2b 17%[4]	1a 5%[4] 2b 17%[4] 2c (picture series) 20%[4] 2c (letter or dialogue) 12%[4]
Description	3a Reading aloud /I.1/. Stressed passage (about 150 words). 3b Questions on passage read aloud in I.1/I.2a/. Five questions graded in difficulty[1]. 3c General conversation /I.2/. Conversation on everyday topics. Conducted and marked either by visiting examiners or by teachers appointed to examine candidates in their own schools. Examining teachers must submit a recording of the whole examination of a sample of candidates[2].	Listening comprehension: questions in written English; answers in written English /II.1a/. Narrative or descriptive text which may contain dialogue (200 - 250 words). Questions are concerned with the understanding of the passage as a whole, but the candidate is expected to show he has grasped the necessary points of detail. Whole passage is read once then the papers are distributed and candidates have one minute to read the questions. The passage is read again in three sections. After each section is read candidates have five minutes to answer the questions on that section. Whole passage is read again with five minutes for revision. Candidates must not write anything during the readings[3].	2a Translation foreign language to English /III.1/. Translation of a passage of prose (150 - 200 words) from Russian. 2b Written comprehension: questions written in foreign language; answers written in foreign language /III.2b/. Passage (200 - 250 words). Candidate is expected write about 100 words. Each question requires a different answer which should be full and relevant. Answers beginning with 'because' are acceptable. All questions must be answered in the appropriate tense[4]. See IV WRITING.	1a Dictation[5] /IV.4/. 2b Written comprehension: questions written in foreign language; answers written in foreign language /IV.2/. Passage (200 - 250 words). The candidate is expected to write about 100 words. Each question requires a different answer which should be full and relevant. Answers beginning with 'because' are acceptable. All questions must be answered in the appropriate tense[4]. SEE III READING. 2c Composition /IV.3/. One essay (about 120 words) on picture series. Candidates should write a separate paragraph (20 words) on each picture and may use any tense[4]. AND One essay (about 100 words). Choice of two topics. Examiners will include EITHER letter OR dialogue.

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1 See Source 2 opposite

2 See Source 3 opposite

3 See Source 4 opposite

4 See Source 5 opposite

5 Instructions published: See Source 4 opposite

Table 45 Northern Ireland General Certificate of Education Russian Syllabus 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

Written paper, part b, Section A

...to test the candidate's ability to understand the written word and to answer such questions accurately. (Source 1)

Written paper, part b, Section B

...to test the candidate's ability to use and manipulate the language of the passage. (Source 1)

Oral test, part b aural test

...to see how well candidates can understand spoken Russian. (Source 9)

Oral test, part c reading aloud in the language

...comprehension, as expressed through intelligent phrasing, intonation etc, is regarded as part of the test. (Source 10)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information has been provided. Information is derived from the sources indicated. All the information with the exception of Source 1 is in the form of a typescript.)

General conversation (is) based on indications given at the briefing meetings. The suggested questions should be used in such a way as to stimulate the conversation and encourage the candidate to express his idea in extended form....Examiners should endeavour to introduce a reasonable variety of topics beyond those suggested in order to ensure that preparation has not been restricted to a limited area. Topics involving specialised vocabulary [including sport] should...be avoided. (Source 2)

Further questions on the prepared topics are, of course necessary to test the candidate's ability to diverge from the purely memorized material, but they should always be derivative in the manner suggested by the chart. (Source 4)

(The Board has provided a chart for examiners showing suggested conversation patterns for use with the suggested questions in Source 5. This is complemented by a one page sheet, Source 6 giving suggestions for use of the chart).

The starting point is always PERSONALIA...and may lead in four possible directions to the NUCLEUS TOPICS. (Source 6) (The four topics are: 'family relationships','the school', 'home town or village', holidays; Christmas, Easter, summer.) (Source 5) If it is not desired to develop one of the four nuclei as a major topic, the arrows show some of the possible lines of further development into the peripheral topics....(Source 6) (e.g. trades and professions which can be reached from either 'family relationships' or 'the school', 'at the hairdressers' which can be reached from 'home town or village'.) (Source 5)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information has been provided for the Oral test, parts c and d. Other information is derived from sources indicated. Sources 11 and 12 are included since the syllabus is common to French, German, Italian, Russian and Spanish. The Board states that the views expressed in the Examiners' Reports do not necessarily reflect the views of the Board)

(See mark allocations opposite)

Oral test, part c reading aloud in the language

(thirty marks) (Source 10)
(Information runs to half a page and shows the categories of grading.)(Source 10)
The reading passages are intended to be easily comprehended by the candidate and therefore this comprehension, as expressed through intelligent phrasing, intonation etc, is regarded as part of the test. No candidate should be awarded a high mark whose reading does not include these qualities, even if his attack on individual sounds is acceptable...those candidates who have failed to acquire the sound system of the language will also be heavily penalised in spite of "fluency". (Source 10)

(The full range of marks should be used.) (Source 10)
The maximum must be given to a candidate who does as well as can be reasonably expected of a good candidate at this stage. (Source 10)

Oral test, part d free conversation

(eighty marks) (Source 2)
(Information runs to half a page and shows the categories of grading.) (Source 2)
Assessment must take into account the candidate's ability to understand the questions as well as his skill in using the language and a swift response which shows comprehension deserves considerable credit . Low marks must be given to incorrect constructions agreements, conjugation....examiners must try to use the full scale of marks. (Source 2)
Students should be warned that continually giving monosyllabic answers will not gain them top marks even if these answers are correct. (Source 11)
Accuracy and appropriate vocabulary are looked for when judging the candidate's performance. (Source 12)
In exchange for the previewing of questions, teacher/examiners are entitled to expect flawless answers. (Source 4)
There should be automatic release of the required reply. (Source 4)

Written paper, part c free composition

...a variety of idioms and sentence structures are rewarded in the marking scheme...but it is regrettable that students do not always have enough practice in adapting prepared material to new situations. (Source 12)

While there were considerably fewer contrived essays than in 1977 in the sense that idioms were not dragged in from stock, there was a tendency to abstract phrases, vocabulary and sometimes whole sentences from other sections of the paper....candidates might be advised to reflect that they have already demonstrated their knowledge of them and that no further proof is required. The same applies to the repetition in various forms and often more than once, of the lead-in sentences in (questions). The time...might be better employed in planning the essay, in particular pruning over-long introductions and trying... to answer the question set rather than using anything up to three-quarters of the prescribed word-limit in leading up to it. (Source 11)

D. SOURCES

All published by the Northern Ireland General Certificate of Education Examinations Board unless otherwise stated.

1 Rules and programme 1979. Northern Ireland Schools Examinations Council, 1977.
2 Oral examinations. 'O' level modern languages. Conversation. Form LO/5. IN 'O' level reading and conversation in modern languages. Mark schemes.
3 Conduct of oral tests in modern languages. Ordinary level 1979. LO/1B.
4 French (Ordinary) 1978. (Examiners' Report).
5 'O' level orals. Conversation patterns. IN 'O' level reading and conversation in modern languages. Mark schemes
6 Oral tests in modern languages. Ordinary level. Conversation patterns. Suggestions for use of the chart. Form LO/6. IN 'O' level reading and conversation in modern languages. Mark schemes.
7 Russian (Ordinary) 1979. Question 2 (Comprehension and use of language). Specimen questions.
8 General Certificate of Education Examinations. 1978. Russian (Ordinary). Dictation test. Instructions to readers.
9 General Certificate of Education Examinations. 1978. Russian (Ordinary). Aural test. Instructions to readers. (Teacher's paper)
10 Oral examinations. 'O' level modern languages. Reading. Form LO/3. IN 'O' level reading and conversation in modern languages. Mark schemes.
11 Spanish (Ordinary) 1978. (Examiners' Report).
12 German (Ordinary) 1978. (Examiners' Report).

Table 45 Northern Ireland Examinations Board Ordinary level : Russian

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral tests, part c reading aloud in the language, part d free conversation	Oral tests, part b aural test with questions in English to be answered in English	Written paper, part a translation from the language, part b comprehension and use of the language: Section A and Section B	Written paper, part b comprehension and use of the language: Section A and Section B, part c free composition Oral tests, part a dictation
Time	d 10 mins[1]	not indicated	Written paper total 3 hours	Written paper total 3 hours
Marks	d 20%	Oral tests total 40%	a 25% b Section A 7½% b Section B 7½%	b Section A 7½% b Section B 7½% c 20% Oral tests total 40%
Description	c Reading aloud /I.1/. Candidate has two minutes to prepare passage. The examiner is free to choose any test from the passages provided, but only one passage should be used in any one session[2]. d Questions from a set list /I.2b/. Candidates have four months to prepare answers to the list of suggested questions[3]. The test is based on the indications given at the briefing meetings. The suggested questions should be used in such a way as to stimulate the conversation and encourage the candidate to express his ideas in extended form. The examiner should endeavour to introduce a variety of topics beyond those suggested to ensure that preparation has not been restricted to a limited area. Topics involving a specialised vocabulary should be avoided [1]. The examiner is provided with a chart showing suggested conversation patterns[4] for use with the suggested questions and with instructions on how to use the chart[5]. Visiting teacher/examiners attend a briefing session before the reading and conversation tests. Moderation may include visits by chief oral examiners or their assistants[2].	Listening comprehension: questions in written English; answers in written English /II.1a/. A passage divided into five paragraphs is read aloud by the teacher. The whole passage is read once, then candidates open their question papers. The passage is read a second time in sections. After each section has been read candidates have three minutes to answer the question set on that section. The whole passage is read a third time and candidates have five minutes for revision[5].	a Translation foreign language to English /III.1/. Two passages (about 170 words each). b Written comprehension: questions written in foreign language; answers written in foreign language[6] /III.2b/. Passage (350 - 400 words) to test comprehension and use of the language. A. Questions set in Russian to be answered in Russian. B. Questions designed to test ability to use and manipulate the language of the passage. See IV WRITING.	b Written comprehension: questions written in foreign language; answers written in foreign language[6] /IV.2/. Passage (350 - 400 words) to test comprehension and use of the language. A. Questions set in Russian to be answered in Russian. B. Questions designed to test ability to use and manipulate the language of the passage. SEE III READING. c Composition /IV.3/. About 120 - 150 words. Choice of subjects, including outline narrative. Dictation [7] /IV.3/.

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[1] See Source 2 opposite

[2] See Source 3 opposite

[3] See Source 4 opposite

[4] See Source 5 and Section B opposite

[5] See Source 6 and Section B opposite

[6] Specimen provided: See Source 7 opposite

[7] Instructions published: See Source 8 opposite

Table 46 Oxford and Cambridge Schools Examination Board Russian Syllabus 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(Information has been provided for the oral examination only)

Oral examination, reading

Familiarity with basic norms of pronunciation and intonation. (Source 2)

Oral examination, conversation

Intelligibility and comprehension (of unsophisticated questions and statements). (Source 2)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information provided, but the following information has been derived from the sources indicated.)

Oral examination, conversation

The examiner is well advised to have a plentiful and varied pre-prepared list of topics and questions, since at Ordinary level comprehension is a major target. (Source 2).At Ordinary level, the oral examination is focussed on what the candidate can do, not what he cannot do. A generous number of short questions on a variety of everyday topics related to school, home and the candidate himself is desirable. (Source 2)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information on marking principles and scoring has been published in Source 2 for the oral examination only. The section on Ordinary level runs to just over one page.)

(See mark allocations opposite)

Oral examination, reading

Attention should be given to pronunciation of those phonemes distinctive of Russian, and awareness of vowel values in stressed and unstressed positions. Infringements in both respects should be moderately penalised. Not required, but deserving of reward, are dramatic expression...and a high standard of accuracy in the placing of stresses. A third desideratum is a reasonable ability to group words appropriately but only a moderate degree of fluency is to be expected. (Source 2)

Oral examination, conversation

...candidates are not expected to contribute more than a sentence or two in reply to a question - thus the onus of responsibility for continuity and liveliness rests firmly with the examiner. At Ordinary level, the oral examination is focussed on what the candidate can do, not what he cannot do. (Source 2)

Examiners must take account of the special problems associated with the study of Russian, especially in school circumstances....A candidate can satisfy the examiner without sophisticated / varied vocabulary, detailed knowledge of idiom, or minute attention to pronunciation. Such qualities are to be rewarded but are not required. There should be no concepts of pass and fail. (Source 2)

(Scale 0 - 20 with ten categories of grading.) (Source 2)

D. SOURCES

All published by the Oxford and Cambridge Schools Examination Board.

1 Regulations for Certificate examinations for the year 1979.

2 The oral examination in Russian. Ordinary level and Advanced level 528 R/1 - 2.

3 General Certificate Examination. Ordinary level. H 189. Russian. Story for Question 1 of Paper 3. For the supervisor only. July 1978.

4 General Certificate Examination Ordinary level. H 188 Russian. Paper 3. Story and composition. July 1978.

5 General Certificate Examination. Ordinary level. H 186. Paper 1. Unprepared translation. July 1978.

6 General Certificate Examination. Ordinary level. H 187. Russian. Paper 2. Dictation. For the supervisor only. July 1978.

Table 46

Oxford and Cambridge Schools Examination Board

Ordinary level: Russian

Three written papers and an oral examination

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral test, part a reading passage in the foreign language, part b general conversation	Paper 3, Story and composition in the foreign language of a story read in the foreign language	Paper 1, Unprepared translation	Paper 2, Dictation. Paper 3, Story and composition
Time	7 - 8 mins	3 total 2 hours plus reading time for story[3]	1 total ¾ hour	3 30 mins 3 total 2 hours plus reading time for story[3]
Marks	a 4% b approx 9%[1]	3 17%[4]	1 39%[7]	2 approx 9%[9] 3 continuous composition approx 22%[10]
Description	Reading aloud[2] /I.1/. General conversation[3] /I.2/. The examiner is well advised to have a plentiful and varied prepared list of topics and questions. Candidates are not expected to contribute more than a sentence or two in reply to a question, thus the onus of responsibility for continuity and liveliness lies with the examiner. A generous number of short questions on everyday topics related to school, home and the candidate is desirable. Schools may choose between the following methods: EITHER test conducted and marked by candidate's teachers. Schools record the tests of a number of candidates on tape. Marks and tapes are sent to the Board. OR test is conducted by an external examiner who records the tests of a number of candidates.	Listening comprehension: reproduction in foreign language with aid of a story outline[5]. /II.3b/. Candidates read outline of narrative printed on question paper, then teacher reads narrative aloud twice, first at ordinary rate, then, somewhat more slowly. No notes may be taken during either reading but candidates have outline before them whilst passage is read; and when they write their composition which should be between 140 - 160 words[6].	Translation foreign language to English[8] /III.1/.	2 Dictation[11] /IV.4/. 3 Translation English to foreign language[12] /IV.1/. One passage

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1 Mark allocations published: See Source 2 opposite

2 No information in Source 1: Information and instructions published: See Source 2 and Section B opposite

3 See Source 3 opposite

4 Mark allocations published: See Source 3 and 4 opposite

5 No information in Source 1: See Source 3 opposite

6 See Source 4 opposite

7 Mark allocations published: See Source 5 opposite

8 No information in Source 1: See Source 5 opposite

9 Mark allocations published: See Source 6 opposite

10 Mark allocations published: See Source 4 opposite

11 Instructions published: See Source 6 opposite

12 No information in Source 1: See Source 4 opposite

Table 47 Oxford Delegacy of Local Examinations Russian Syllabus 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No information published)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(Board publishes twenty-four page list of grammar and structures (Source 8) representing)... the minimum which candidates should have studied for Ordinary Level. It includes only those elements of the language which a candidate needs to use actively, i.e.when writing or speaking Russian. It does not purport to be an exhaustive list and does not include elements required to be recognized but not used. Each item in the list consists of a sentence illustrating the particular structure pattern, with an appropriate question pattern where applicable, and with a grammatical description of the structure....(structures are grouped under functional categories) The list of structures is complemented by notes on syntax and morphology, including the use of tense and aspect, conjugation of verbs, declension of nouns and adjectives, etc....(Source 8)

(No specific information has been published on any of the papers, but the following information has been derived from the source indicated:)

Oral examination, conversation test

...an Ordinary Level candidate should be capable of attempting to continue a conversation on topics which lie within his experience, e.g. school, home, holidays and school excursions abroad....(Source 2)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(See mark allocations opposite)

(Board has published a nine page leaflet (Source 4) on marking procedures in French O 20, German O 21, Spanish O 22, Italian O 23, Russian O 24 for the written papers. The Russian section runs to just over two pages. Each paper is dealt with separately and details of the marking scheme (positive or negative), scoring and marking principles are given, sometimes with examples to amplify a statement. The amount of detail on these items varies from paper to paper, from a few lines to several short paragraphs. In papers with a negative marking scheme, the Board gives details of the various categories of error, i.e. major or minor, with examples in the foreign language and details of the penalties incurred for such errors.

The marking scheme for the oral examination for the syllabuses listed above is covered separately in Source 2.)

Oral examination, reading test

(Negative marking scheme. From fifteen marks, one mark is deducted)...for any error which makes a word incomprehensible in the context, and -½ for other errors....Errors which are truly identical...should be penalized the first time only. Immediate and spontaneous corrections by the candidate are to be accepted....(Source 2)

Up to two positive marks may be added if the candidate shows qualities of intonation, expression and fluency which warrant some recognition....(Source 2)

Oral examination, conversation test

(Positive marking scheme. Assessment) must take into account the candidate's ability to understand the questions, as well as his skill in using the language, and a swift response which shows complete comprehension deserves considerable credit....(Source 2)

D. SOURCES

All published by Oxford Delegacy of Local Examinations.

1 General Certificate of Education 1979. Regulations and syllabuses.

2 General Certificate of Education 1978. Ordinary level. Oral examinations in modern languages. Syllabuses O 20, O 21, O 22, O 23, O 24. Confidential instructions for the conduct of reading and conversation tests. ML3/S 1978.

3 General Certificate of Education 1978. Ordinary level. Summer examination 1978. Russian O 24 Paper IV (Aural comprehension C.I.).

4 Information on marking modern languages at Ordinary level. January 1978.

5 General Certificate of Education. Ordinary level. Summer examination 1978. Russian O 24 Paper II.

6 General Certificate of Education. Ordinary level. Summer examination 1978. Russian O 24 Paper I.

7 General Certificate of Education. Ordinary level. Summer examination 1978. Russian O 24 Paper III (C.I.).

8 Russian at Ordinary level. O 24.

Table 47	Oxford Delegacy of Local Examinations	Ordinary level: Russian	Four written papers and an oral examination	
	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral examination, reading and conversation tests	Paper IV, Aural comprehension*	Paper II, Unseen translation and written comprehension	Paper I, Free composition Paper III, Dictation Paper IV, Prose composition*
Time	Reading test about 5 mins Conversation test about 5 mins[1]	50 mins	1½ hours	I approx. 15% III approx. 12% IV 50 mins
Marks	Reading approx. 6% Conversation approx. 6%[2]	23%	II 1a approx. 15% II 1b approx. 15% II 2 approx. 8%[5]	I 15.4% III 11.5% IV 23%
Description	Reading aloud[3] /I.1/. One passage. Candidate is given adequate preparation time. General conversation[3] /I.2/. Test should take the form of normal, natural conversation. Teachers should design and guide conversation so that candidate is obliged to be articulate and to express his ideas in extended form. Use of pictures or a simple series of questions may be needed as an introduction. Examination is conducted by candidates' teachers who record assessment of each candidate's ability in oral work as shown in the course of preparation for the examination, and marks for reading and conversation[1].	Listening comprehension: questions given orally in foreign language; answers written in foreign language[4] /II.1d/. Passage is read once at normal speed then one minute is allowed for note taking. Passage is in three sections, and each is dealt with separately. The first section is repeated, then questions are read out but they may not be written down and note taking is not permitted during the reading. Each question is then read on its own, and candidate has two minutes to write answer to each question which is repeated once during the two minutes. Second and third sections are dealt with in the same way. Whole passage is read again with five minutes for revision. During this final reading candidates may correct work as passage is read. Test is conducted by teacher. *See IV WRITING. This test is an alternative to prose composition.	Translation foreign language to English /III.1/. Two passages[6] for translation from Russian into English[6]. Written comprehension: questions written in English; answers written in English[6] /III.2a/.	I Composition[7] /IV.3/. About 150 words. III Dictation[8] /IV.4/. IV Translation English to foreign language /IV.1/. One passage[9] for translation from English into Russian[9]. *See II AURAL. This test is an alternative to aural comprehension.

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1. See Source 2 opposite

2. Information on mark allocations published: See Source 2 opposite

3. See Source 2 & Section B opposite: No information in Source 1

4. See Source 3 opposite: No information in Source 1

5. Information on mark allocations published: See Source 4 opposite

6. See Source 5 opposite: No information in Source 1

7. See Source 6 opposite: No information on type of composition in Source 1

8. Instructions published: See Source 7 opposite

9. See Source 4 opposite

Table 50 Southern Universities Joint Board Russian Syllabus 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No information provided)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No information provided)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(No information provided. Heads of each school may submit an estimate of the merits of the candidates in each subject they offer for the examination and such estimate shall be taken into account by the Board.) (Source 1)

(See mark allocations opposite)

D. SOURCES

All published by the Southern Universities Joint Board for School Examinations.

1 General Certificate of Education 1979. Regulations and syllabuses.

2 General Certificate of Education. Ordinary level. Russian I A. Teacher's paper. June 1978. Instructions to teachers who are to read the Russian story to their candidates 14/T.

3 General Certificate of Education. Ordinary level. Russian I A and I B. Paper I A Aural reproduction. June 1978 14/I A and I B.

4 General Certificate of Education. Ordinary level. Russian II. June 1978 14/2.

Table 50	Southern Universities Joint Board	Ordinary level: Russian	Three written papers and an oral examination	
	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral examination, part ii reading aloud, conversation	*Paper I, part A aural reproduction	Paper II, part i translation from Russian into English	Oral examination, part i dictation, *Paper I, part B translation from English into Russian Paper II, part ii free composition
Time	not indicated	40 mins plus reading time[1]	Paper II total 2 hours	Oral examination not indicated IB 1¼ hours II total 2 hours
Marks	Reading aloud 7½% Conversation 10%	27½%	20%[3]	Dictation 12½% IB 27½% IIii 22½%[3]
Description	Reading aloud /I.1/. General Conversation /I.2/.	Listening comprehension: reproduction in foreign language with aid of story outline /II.3b/. Candidates have before them an outline of the story in Russian which they retain during the test[2]. Story of 230 - 250 words in Russian will be read by teacher to the candidates three times with a pause of five minutes between second and third readings. Candidates then have forty minutes to reproduce it in at least 150 words of Russian. Each of the three readings must be at normal reading speed. Candidates must not take notes during the readings but may do so during the five minute interval[1]. *Paper I, part A is an alternative to part B. See IV WRITING.	Translation foreign language to English /III.1/.	Dictation /IV.4/. Translation English to foreign language /IV.1/. Involves contrasting styles, e.g. conversational and descriptive. Composition /IV.3/. About 120 - 150 words. Choice of four subjects. *Paper I, part B is an alternative to part A. See II AURAL.

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1 See Source 2 opposite

2 See Source 3 opposite

3 Additional mark allocation information published: See Source 4 opposite

Table 49 Scottish Certificate of Education Russian Syllabus (Alternative) 'O' grade

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No specific information provided but the following information has been derived from the sources indicated:)

Section II, Questions in the foreign language

...to test the candidate's ability to understand the language spoken at a reasonable speed and to answer promptly and accurately within the limits set by the question. (Source 1)

Section III , Oral composition

...to test the candidate's ability to tell a simple story in the foreign language. (Source 1)

Section VI, Written compsoition

...to test the candidate's ability to express simple ideas and feelings in the foreign language with reasonable accuracy. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information provided but the following information has been derived form the source indicated:)

Prescribed topics for the examination

In dealing with the...topics candidates will be expected to be able to use only simple everyday vocabulary and idiom. (Source 1) (Fifteen major topic areas are listed, some with closely allied subject areas, e.g. school; cinema and theatre.) (Source 1)

Background knowledge

There will be no separate test of background knowledge, but common facts about the country may be introduced. (Source 1) (Seven major topic areas are listed, some with closely allied subject areas, e.g. well-known buildings, streets and other prominent features in the chief cities.) (Source 1)

Section I, Oral reading

Passages...should be straightforward, easily comprehensible and of an appropriate standard. Individual words which may provide excessive difficulties of pronunciation should be avoided. Inclusion of direct speech will more effectively test intonation, but pure dialogue form is of course unacceptable. (Source 2)

Section II, Questions in the foreign language

Questions set should be uncomplicated, readily comprehensible and reasonably brief....An attempt should be made to test a reasonable range of verb forms and tenses. (Source 2)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(The Board has published specific information (Source 4) for all modern languages in the Traditional Syllabuses relating to the setting and marking procedures for each paper.) Much of this information applies equally to the Alternative examinations although this is not specifically stated in the text. (Source 2) (Source 2 which runs to four pages of typescript gives detailed information about the setting and marking procedures for each test, and is referred to here unless otherwise stated.)

Section I, Oral reading

Candidates will be expected to read with understanding and fluency. They will also be required to read with correct pronunciation and appropriate intonation. (Source 1) (See also Source 4 for relevant information on criteria and marking.)

Section II, Questions in the foreign language

i. Since the ability to understand the language spoken at a reasonable speed and the ability to answer promptly and accurately are both being tested, a mark should be awarded for the former as well as for the latter. As answering is a productive manifestation of the language...it carries a greater weighting than understanding...; ii. Each of the ten questions carries two marks; iii. Full marks...for minimum correct, relevant answers which can be a) a sentence...; b) a subordinate clause of reason. Half mark per question...for clear evidence of understanding of the question,whether or not the answer is grammatically accurate. One and a half marks...for the grammatical accuracy and comprehensibility of a fluent answer; iv. Every grammatical mistake...and every part which is not comprehensible should be penalised with the deduction of half a mark, up to a maximum of one and a half marks; v. No marks...a) if an answer is not comprehensible, b) if an answer shows total misunderstanding of or is totally irrelevant to the question asked, even if the answer is grammatically correct; vi. Answers that do not contain the stated minimum requirement should lose half a mark every time this occurs, up to a maximum of five marks, even if otherwise correct and relevant, appropriate and comprehensible...; vii. Weaknesses in pronunciation should not be penalised unless they lead to difficulties of understanding; viii. No penalty should be exacted for errors contained in those parts of answers that exceed the minimum required. (Source 2) (Examples of marked answers based on questions in the 1977 FRENCH paper are given showing the mark awarded for unacceptable answers and explaining the deductions made.) (Source 2)

Section III, Oral composition

...no deduction should be made for appropriate use of present tenses throughout....allowance must be made for the limited-time factor and lack of opportunity afforded candidates for reflection and revision....a candidate who speaks fluently and tells the story well in other respects should not be penalised for failure to round the story off satisfactorily.... Candidates' compositions are assessed...on an overall impression mark....Omission of sizeable sections...would bring the impression mark down by a pegged mark or more....A candidate whose narrative is minimal or sketchy and whose delivery throughout is slow and hesitant with long gaps resulting in failure to reach the end of the story should be subject to the additional penalty on the impression mark...Mistakes of pronunciation and intonation...should not be specifically penalised unless comprehension is impeded. (Source 2) The qualities looked for are relevance, comprehensibility, and adequate knowledge of basic vocabulary and constructions, fluency and a reasonable degree of accuracy. (Source 1) (Forty marks with seven categories of grading.) (Source 2)

Section IV, Listening comprehension

(The principles outlined in the Traditional Syllabus apply.) (Source 2) (Refer to Source 4 and Table 48)

Section V, Reading comprehension

(The principles outlined on the Traditional Syllabus apply.) (Source 2) (Refer to Source 4 and Table 48)

Section VI , Written composition

The same basic requirements of relevance, accuracy, vocabulary and idiomatic use of language apply as to assessment of Traditional written composition...with...provisos. (Source 2) (Refer to Source 4 and Table 48)
Candidates' compositions are assessed by the Board's examiners on an overall impression mark. (Source 2) (Twenty marks with seven categories of grading.) (Source 2)

D. SOURCES

All published by the Scottish Certificate of Education Examination Board.

1 Scottish Certificate of Education Examination. Conditions and arrangements 1979.

2 Modern languages (Alternative) on the Ordinary grade. Supplement to the booklet "Guidance for teachers on the setting and marking of school examinations : Modern languages".

3 Alternative Ordinary grade examinations in modern languages. Instructions to nominated teachers. 1978.

4 Guidance for teachers on the setting and marking of school examinations. Modern languages 1971.

Table 49 Scottish Certificate of Education Ordinary grade: Russian (Alternative)

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral sections, Section I oral reading, Section II questions in the foreign language, Section III oral composition[1]	Section IV Listening comprehension[2]	Section V Reading comprehension	Section VI Written composition
Time	Oral section approx.15 mins comprising: I 2 mins plus 2 mins preparation time II approximately 5 - 6 mins [2] III 3 mins plus 4 mins preparation time	30 mins	1 hour	45 mins
Marks	I approx. 7% II approx. 13% III approx. 27%	approx. 13%	approx. 27%	approx. 13%
Description	I Reading aloud /I.1/. Candidates have two minutes to prepare the passage and two minutes to record their reading of the passage[3]. II Questions on a specified topic /I.2b/. Ten questions recorded on tape by native speakers based on a general topic drawn from the list of prescribed topics[4]. The topic is announced in English and the foreign language at the beginning of the test. There will be a short pause for candidates to consider the topic before the speakers begin to ask the questions. Each question will be asked twice followed by a pause of approximately ten seconds during which the candidates record their answers. Candidates should answer in a sentence and the verb tense should be appropriate to the question set[2,3]. III Narrative based on a series of pictures /I.2d/. Based on four to six pictures. Candidates have four minutes to prepare their composition and three minutes to record it. Brief notes may be made during the preparation time. Candidates may use any appropriate tense. The examination of each candidate is recorded on tape. The tapes are sent to the Board for marking[2].	Listening comprehension: questions in written English; answers in written English /II.1a/. Based on two passages including one dialogue, recorded by native speakers. Each passage is dealt with separately. The passages are played twice with an interval of two minutes between the playings, during which candidates have an opportunity to study the questions set on that passage. Notes may be made at any time during the test. Answers need not be in complete sentences.	Written comprehension: questions written in English; answers written in English /III.2a/. Continuous passage of modern prose. The chief emphasis is on understanding the salient points in the passage.	Composition /IV.3/. Letter (100 - 130 words).

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1 Additional information and instructions published: See Sources 2 and 3 opposite

2 See Source 3 opposite

3 See Source 2 and Section B opposite

4 List published: See Source 1 and Section B opposite

Table 48 Scottish Certificate of Education Russian Syllabus (Traditional) Ordinary grade
Examination Board

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No specific information provided. Information is derived from the sources indicated:)

Paper II, Language practice

...to test the candidate's ability to use the foreign language in certain prescribed circumstances. (Source 3)

Oral proficiency assessment, questions on the oral reading text

The purpose of the questions should be the testing of the candidate's ability to manipulate the structures, vocabulary, tenses and idioms which occur in the text. (Source 3)

Oral proficiency test, general conversation on a topic

...to give the candidate an opportunity to express himself as freely as he can and to test his ability to talk with ease and spontaneity. (Source 2)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(Board has published a one page typescript covering language practice, listing grammatical and semi-grammatical terms which candidates are expected to know. (Source 6) This document also gives examples of the wording which will be used in the language practice questions. (Source 6) Other information has been derived from the sources indicated:)

Paper II, Language practice

...some (questions) will require factual answers about the content of the passage; others will test knowledge and use of vocabulary, manipulation of verbs and of common grammatical constructions, and the like. (Source 1)

Background knowledge

There will be no separate test...but common facts about the foreign country may be introduced. (Source 1) (List of seven topics which candidates are expected to be acquainted with, e.g. main physical features.) (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(The Board has published specific information (Source 3) for all modern languages (Traditional) relating to the setting and marking procedures for each paper and the oral proficiency assessment in the form of a twenty-three page booklet which uses FRENCH as the example. Examples of the application of these schemes are given, including tabular presentations of acceptable and unacceptable renderings for the translation into English, aural comprehension and language practice tests. Assessment of oral proficiency is covered in greater depth in Source 5. Other information is derived from the sources indicated:)
(See mark allocations opposite)
(The following information has been summarized from Sources 3 and 5, but where possible, extracts are quoted from the relevant texts. Summarized information is in brackets.)

Paper I, part a listening comprehension

(One mark for each essential item of information. Answers need not be in the form of complete sentences, although completeness and conciseness is expected for a good answer. Information added gratuitously incurs the loss of one mark, if ridiculous or contradictory to what has gone before. Provided that the information required by one question and supplied in answer to another is correct and appropriate, credit is given. Weak or faulty English should be penalised.) (Source 3) (Section runs to one and a half pages and includes specimen in FRENCH.)

Paper I, part b reading comprehension

(As for Paper I, part a, EXCEPT for the first sentence.) The cursory translation of part of the passage in answer to a question must be evaluated and marks awarded for items of information given. (Source 3) (Section runs to quarter of a page.)

Paper I, part b translation into English

(Divided into forty units, varying in length and difficulty, each worth ONE mark. This is lost if unit is omitted or contains any error. Weak or faulty English should be penalised. If passage is written in or includes historic present, candidates may render verbs by the present or past tense. Only first two inconsistencies are penalised.) (Source 3) (Section runs to three pages and includes specimen in FRENCH.)

Paper II, Language practice

(Questions cannot be answered by direct quotation from the text; some manipulation is involved. Any answer that is correct or answers the question satisfactorily and clearly should be awarded full marks. Where an element of interpretation is involved and is wrong, no marks can be given. Provided that irrelevant information is grammatically correct, it should be ignored. One mark is deducted for each error in language, but repeated errors are not penalised. Half a mark (maximum of ten half marks) is deducted for a mistake in accent, hyphen or apostrophe, minor spelling error.) (Source 3)
...candidates should be encouraged to express themselves as economically and succintly as possible. (Source 3) (Section runs to three pages and includes specimen in FRENCH.)
...clarity of expression and correctness (is sought in answers). Where a question is to be answered in a sentence, a finite verb should be used; a subordinate clause of reason will be accepted as a sentence....answers to such questions in a word or phrase will not receive full marks. (Source 1)

Paper II, Written composition

(Four basic requirements are relevance, accuracy, vocabulary and idiomatic use of language, but candidates should attempt to write) a well-rounded / lively / imaginative / interesting essay....showing width of vocabulary and ease of expression...some use of dialogue, humour, depiction of character or an original or telling phrase which shows acuteness of the candidate's observation. (Source 3) (Section runs to five and a half pages, including examples of six essays in FRENCH with details of mark scored and remarks.)

Oral proficiency, assessment (See footnotes 3 and 5 opposite)

Oral proficiency assessment, oral reading

(Marks are awarded by general impression with particular attention to pronunciation individual sounds, intonation and fluency.) (Source 5)

Oral proficiency assessment, questions on the oral reading text

(Three marks per question. One mark is deducted for a major error and half a mark for other errors or where repetition and rephrasing of a question is required. Main emphasis is on relevance, comprehensibility and grammatical accuracy.) (Source 5)

Oral proficiency assessment, general conversation on a topic

...main qualities looked for are fluency, range of vocabulary and construction and ability to speak at some length with a minimum of prompting.

D. SOURCES

All published by the Scottish Certificate of Education Examination Board.

1 Conditions and arrangements 1979. Scottish Certificate of Education Examination Board, 1977.

2 Scottish Certificate of Education 1979 examination. Taped tests of oral proficiency in modern languages. Ordinary (Trad) and Higher grades. Instructions to teachers. (Not generally available. Issued only to selected centres.)

3 Guidance for teachers on the setting and marking of school examinations. Modern languages. Scottish Certificate of Education Examination Board, 1971.

4 Scottish Certificate of Education and Certificate of Sixth Year Studies. 1978 examination. Handbook of instructions for invigilators. April 1978. (Not generally available.)

5 Scottish Certificate of Education Ordinary (Trad) and Higher grades. Modern language. Assessment of oral proficiency. 2/79/180.

6 Scottish Certificate of Education. Russian Ordinary grade. Questions in language practice.

Table 48

Scottish Certificate of Education Examination Board

Ordinary grade: Russian (Traditional)

Two written papers and an assessment of oral proficiency

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral proficiency test[1,2], part i oral reading, part ii questions on the oral reading text, part iii general conversation on a topic. (For sample only. See below.) Oral proficiency assessment[3] (All candidates. See below.)	Paper I, part a listening comprehension	Paper I, part b reading comprehension, translation into English Paper II, Language practice	Paper II, Language practice Paper II, Written composition
Time	About 10 mins including 2 mins preparation time for i	15 mins for each passage	Ib 1½ hours II total 1½ hours	II total 1½ hours
Number of marks	i 4% ii 8% iii 8%	12%	I reading comprehension 16% I translation 16% II 16%	II language practice 16% II written composition 20%
Description	Oral proficiency test i Reading aloud[2] /I.1/. Several passages provided to be used in rotation, then at examiner's/teacher's discretion. Candidate should be told to ask meaning of any unfamiliar keyword before he prepares text. ii Questions on passage read aloud in /I.1/[2] /I.2a/. Five set questions. Candidate should not be allowed to refer to text. Each question should be asked once only, but may be repeated if answered inappropriately or no answer is given. If there is still no response, examiner/teacher should pass on to the next one. Questions should not be rephrased. iii Questions from a set list[4] /I.2b/. Topics may be varied with different candidates. One should be chosen and introduced in the foreign language, using questions provided. Examiner/teacher should feel free to develop conversation according to candidate's interests and responses, prompting him, if necessary. If first topic is unfrutiful, a second may be broached. Candidate should be encouraged to talk freely. Oral proficiency assessment Reading aloud[5] /I.1/. Questions on passage read aloud in /I.1/[5] /I.2a/. Simple questions should be asked based directly and indirectly on the text. General conversation[6] /I.2/. Candidate should be given opportunity to talk freely on matter of personal or general interest.	Listening comprehension: questions in written English; answers in written English[6] /II.1a/. Two passages of continuous prose. Candidates complete answers to first passage, before listening to second. Passage is read twice by the teacher with two minutes between readings, during which the candidates will be allowed to study questions for the passage concerned. Notes may be made at any time during the test. Answers need not be in complete sentences.	Ib Written comprehension: questions written in English; answers written in English /III.2a/. Passage of continuous proce. Ib Translation foreign language to English /III.1/. One passage. Candidates will be expected to show accurate understanding of the meaning of the passage by expressing it in clear and accepteble English. II Written comprehension: questions written in foreign language; answers written in foreign language /III.2b/. Short and relatively simple passage. Questions will be such as might be used in class for language practice[7]. See IV WRITING.	Written comprehension: questions written in foreign language; answers written in foreign language /IV.2/. Short and relatively simple passage. Questions will be such as might be used in class for language practice[7]. See III READING. Composition[5] /IV.3/. 150 - 200 words, requiring expansion of a short summary, telling of a story based on a picture series, or writing of a letter. Choice of two subjects each year.

[1] Oral proficiency test applies only to the sample selected by the Board to be tested. Visiting examiners or teachers conduct tests using materials provided by the Board; teacher-conducted tests are recorded and externally marked. See Sources 1 and 2 opposite.

[2] Information published: See Source 2 opposite

[3] Presenting authorities are required to give a numerical mark for oral proficiency (which amounts to fifty) for all candidates based on their normal performance in the activities described above. See Source 1 opposite

[4] Information published: See Source 2 opposite

[5] Information published: See Source 3 and Section C opposite

[6] In addition to information in Source 1, Board has published specific information for invigilators in the listening comprehension test: See Source 4 opposite. See also Section C opposite

[7] See Sections B and C opposite

Table 51 Welsh Joint Education Committee Russian Syllabus 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No specific information provided.)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(With the exception of the oral examination, part a, no specific information provided.)

Oral examination, part a

(Committee has published) list of topics, together with examples of questions, that might be used in conversational exchanges between teachers or [examiners] and pupils. It is emphasised that the questions provided are given only as examples, to illustrate the suggested treatment of the topics listed. (Source 2) (Ten topics, eg Transport, food, each with ten suggested questions.) (Source 2)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Committee has published information on mark allocations and marking procedures in Source 3.)

Paper Oa, translation into Russian

...divided into 16 short sections each (carrying) 5 marks....working total of 80 marks.... candidate's score...divided by 2 to give...final mark out of 40. Deductions...made on the following basis: minus 2 for errors in constructions, agreement, case endings and verb forms, and for omissions; minus 1 for mis-spellings and less serious errors.... Candidate cannot lose more than 5 'working' marks in each section....credit (given) for any correct element. (Source 3)

Paper Oa, composition

...16 marks (for) the shortest paragraph, and 17 each to the other two...making the total of 50....marking is strictly negative since it is assumed that in a free composition, a candidate will only use constructions and vocabulary which he is certain he knows. A mark...lost for every error. More care should be taken with the choice of verbal aspect. Candidates should be made aware that the perfective aspect is required in a sequential narrative in the past tense.... Russian has strict rules on (the use of punctuation) and these must be observed. (Source 3)

Paper Ob, translation into English

...divided into 16 short sections each (allocated) 5 marks....working total of 105 marks.... divided by 3 to give the final mark out of 35. Deductions...made on following scale: minus 2 for the misunderstanding of grammatical forms and syntax, and for omissions; minus 1 for mistakes in vocabulary and less serious errors....maximum penalty in each section... 5 marks....credit...given for any correct element.

Paper Ob, comprehension

Three marks...for each of 10 questions (giving) final total out of 30 marks. (Source 3) In each answer the main verb [or verbs] must be in the tense employed in the question.... penalties will be incurred if spelling errors are made in the process of transferring essential words from the text. The wholesale copying of those portions of the passage that are believed to contain the necessary replies is highly unlikely to earn maximum marks. Candidates are required to be selective and to make use of only what is necessary to ensure complete answers. (Source 7)

Paper Oc, aural comprehension

...marked as the written comprehension. (Source 3) ...when incorrect Russian resulted from copying parts of the printed questions with no regard to possible consequential changes in grammatical forms, marks are lost. (Source 3)

Paper Od, dictation

...total mark...15. One mark...lost for the first two errors, half a mark for subsequent errors up to and including the first 10, and a third of a mark for further mistakes. Only one error is counted in each word so that a wrong spelling is not compounded by a wrong case ending. (Source 3)

D. SOURCES

All sources listed below are published by the Welsh Joint Education Committee

1 General Certificate of Education. Certificate of Secondary Education. Regulations and syllabuses 1979.

2 General Certificate of Education. Oral work in Russian. 1970.

3 General Certificate of Education. 1978 Examiner's report. Russian Ordinary level.

4 General Certificate of Education. Russian Oc. Aural comprehension (instructions) June 1978.

5 General Certificate of Education. Russian Oa. June 1978.

6 General Certificate of Education. Russian dictation Od. June 1978.

7 General Certificate of Education. Russian Ob. June 1978.

Table 51 Welsh Joint Education Committee Ordinary level: Russian Two written papers, a dictation, and an oral test

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral examination, part a conversation test; part b oral composition test	Paper Oc, Aural comprehension test[2]	Paper Ob, part a translation into English of one unprepared prose passage; part b written comprehension test[2]	Paper Oa, part a translation into the foreign language; part b either composition based on a familiar subject (outline given) or composition based on a picture series or letter Paper Ob, part b written comprehension test[2] Paper Od, Dictation
Time	12 minutes	40 mins	Ob total 1½ hours	Oa 2 hours Ob total 1½ hours Od not indicated
Marks	Oral examination total 20%	Oc 12%[3]	Ob(a) 14%[3] Ob(b) 12%[3]	Oa(a) 16%[3] Oa(b) 20%[3] Ob(b) 12%[3] Od 6%
Description	a Conversation on prescribed topics /I.2b/. Based on list of ten conversation topics[1] with examples of questions which may be used to start a sustained conversation. b Narrative based on a series of pictures /I.2d/. Candidate is expected to tell story of an incident(s) depicted in a picture series. He is given a short time to study pictures. Each school submits a list, arranged in order of merit, of all the candidates entered, showing school's assessment of the oral competence of each candidate. Examiners visit schools and select from each school's entry candidates to be examined. Where entry is small, examiner may test all the candidates. Elsewhere, sufficient candidates are selected for examination to enable examiners to provide, if necessary, for all the candidates revised assessments based on the school's original assessments and on their appraisal of the standard attained by candidates in relation to the general standard of oral performance in other schools.	Listening comprehension: questions written in foreign language; answers written in foreign language[4] /II.1b/. Whole passage is read aloud aloud to candidates by teacher, then candidates have five mins to study questions and make notes. Passage is read again in three sections. After each section has been read, candidates have seven mins to answer questions set on that section and to scrutinize questions set on next section. Whole passage is read a third time with five mins for revision. Note taking is not permitted during readings.	Ob(a) Translation from foreign language to English /III.1/. One passage. Ob(b) Written comprehension: questions written in foreign language; answers written in foreign language /III.2b/. See also IV WRITING.	Oa(a) Translation from English to foreign language /IV.1/. One passage. About 120 words. Oa(b) Composition /IV.3/. 180-250 words in past tenses, where appropriate[5]. Either continuation of story outline, or letter, or story based on picture series. Ob(b) Written comprehension: questions written in foreign language; answers written in foreign language /IV.2/. See also III READING. Od Dictation[6] /IV.4/. 80-100 words. A passage from an easy foreign text.

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[1] List published: see Section B and Source 2 opposite

[2] Paper Oc is taken in conjunction with Paper Ob.

[3] Information on mark allocations published. See Section B and Source 3 opposite

[4] See Source 4 opposite

[5] See Source 5 opposite

[6] Instructions published: see Source 6 opposite

Table 52 Associated Examining Board Spanish 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No specific information provided, but the following information has been derived from the sources indicated.)

Paper 2, Use of language and composition

...the particular requirements of this paper, which is, in essence, the need to generate correct, accurate Spanish within controlled guidelines. (Source 3)

Paper 2, Use of language and composition, part a

...to test the candidate's ability to manipulate the foreign language. (Source 1)

...the object of the test is NOT to test comprehension. (Source 4)

...specifically designed to be a test of accuracy and attention to detail. (Source 4) (We have drawn on Source 4 which is intended for French Syllabus I and II, because Paper 2a of the two French syllabuses (030 and 130) and Spanish are identical. The Board has prepared a similar statement for Spanish)

Paper 2, Use of language and composition, part b

The purpose of this question is to give candidates an opportunity to write a sustained passage of Spanish using vocabulary and syntax generated by their own knowledge. (Source 3)

Paper 4, Oral test

...great importance will be attached to the oral use of the language. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information provided, but the following information has been derived from the sources indicated.)

Paper 2, Use of language and composition

It is considered...that candidates at Ordinary level should know, and be able to show they know, the basic rules of written accentuation. (Source 3)

Paper 2, Use of language and composition, part a

In some cases the degree of manipulation might be quite small, in others fairly extensive; it might involve changes of tense or word-order, the conversion of Direct Speech to Reported Speech and vice versa, or sometimes the composition of an entirely new sentence. (Source 4)

Paper 4, Oral test, part b

(Conversation) on matters of everyday life at home and in the countries concerned. (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(No specific information provided, but the following information has been derived from the sources indicated. See note on Source 4 in Section A.) (See opposite page for mark allocations.)

Paper 2, Use of language and composition, part a

...the marks in this test are awarded not for the factual correctness of the answer, but for the linguistic correctness.... the marks gained are awarded for production of language rather than for understanding. (Source 4)

...a candidate who tries to answer the questions by copying out sections from the text without altering them in any way, is not going to score any marks, because he will not in fact have answered the questions set. (Source 4) (Board is) not concerned with the mere seeking after synonyms, but with the ability to give natural and precise answers to the questions AS THEY ARE ASKED. (Source 4)

D. SOURCES

All published by the Associated Examining Board

1 Syllabuses 1979. Section IV: Languages: Modern and Classical

2 June Examination 1978. Modern languages - Oral examination and dictation test. Ordinary and Advanced levels. Modern languages/M Form. AEB, 1978.

3 Reports of Examiners. June Examination 1978. Section 4: Languages: Modern and Classical. AEB, 1978.

4 Modern languages - Ordinary level. Statement to clarify the requirements of the Board in relation to Question 1 of Paper 2. French Syllabus I and Syllabus II (030 and 130). Paper 2, Use of language and composition.

Table 52	Associated Examining Board	Ordinary level:Spanish		
	I ORAL	II AURAL	III READING	IV WRITING
Paper	Paper 4, Oral test: part a; part b	Not examined	Paper 1, Translation into English	Paper 2, Use of language and composition, part a, part b Paper 3, Dictation
Time	About 15 mins		1 1½ hours (paper 1 total 30%)	2 total 2 hours 3 30 mins
Marks	25%		1 Each passage 15%[2]	2a 20%[2] 2b Approx. 17% 3 Approx. 7%
Description	a Reading aloud /I.1/. One passage. b General conversation /I.2/. Conversation on passage read and about matters of everyday life at home and in countries concerned. Conducted by a visiting examiner[1].		1 Translation foreign language to English /III.1/. Two passages for translation from Spanish into English.	2a Written comprehension: questions written in foreign language; answers written in foreign language[3] /IV.2/. Prose passage(s). 2b Composition /IV.3/. About 200 words. Choice of subjects. 3 Dictation[4] /IV.4/.

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[1] See Source 2 opposite

[2] Mark allocations published. See Source 3 opposite

[3] This test is intended by Board as a manipulation test. No marks awarded for comprehension. See Source 4 opposite

[4] Instructions published. See Source 2 opposite

Table 53 University of Cambridge Local Examinations Syndicate Spanish Syllabus 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No specific information provided, but see Source 4. Approximately one page of the document is devoted to analysing the three main reasons for using a multiple-choice test for measuring and testing reading comprehension, indicating some of the aims of the test itself.)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information provided, but the following information has been derived from the sources indicated.)

Paper 5 and 6, Oral test, part ii conversation based on picture

...candidates will be required to demonstrate reasonably competent understanding and use of at least the present tense and a past tense, and an adequate range of lexis and structure. (Source 2)

Paper 5 and 6, Oral test, part iii discussion of prepared topic

(Ten prescribed topics, e.g. school life.) Candidates will be required to prepare three topics: these may all be taken from the list...or may include further topics of the candidate's own choosing.... (Source 2) ...each candidate should...seek an aspect which interests him particularly. The subject matter itself should be stressed less than the candidate's own involvement in the topic he is to discuss. The latter may be related quite freely to his own country or to a foreign country or to a comparison of the two. (Source 2)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information on the techniques adopted in setting and marking Paper 2 is provided in Sources 4 and 6. Information on marking principles is published for the Oral test in Source 2. This document runs to approximately fifteen pages, giving detailed instructions for the modern language syllabuses at 'O' and 'A' level. All papers except Papers 1 and 2 are covered at 'O' level. Information on the Oral test, Papers 5 and 6, runs to approximately five pages, covering the conduct of the examination, examining techniques and marking principles. Source 7, intended for the 1980 examination, also devotes approximately two additional pages to an examiners' guide to marking covering each part in the Oral test. Information on grading, marking principles, and the general aspects of the performance of candidates in various mark ranges is given.) (See mark allocations opposite.)

Paper 2, Reading comprehension

(The Syndicate has published a six-page document, Source 4, which analyses the three main reasons for adopting a multiple-choice test as a compulsory part of the examination since 1978 for testing reading comprehension. The document discusses the aims, validity and advantages of such a test. It also explains the statistical parameters used, and provides tables (relating to French only) showing the distribution of scores (for Summer 1975), and the levels of facility/discrimination of the test items (for Summer 1973/Summer 1975). Texts of the tests are also reproduced. Additionally, Source 6 devotes one and a half pages to a short glossary/explanation of test terminology. A supplementary two-page leaflet, Source 8, gives statistical tables relating to Summer 1976 and 1977. The texts of the tests are also reproduced.)

Paper 5 and 6, Oral test, part i reading test

Marks will be awarded both for accuracy of pronunciation, and for intonation, expression and general fluency. (Source 2)

Paper 5 and 6, Oral test, part ii conversation based on picture

It should be made clear to candidates that it is their responsibility to convince the examiner of their competence in the spoken language. Whilst the examiner will make every effort to encourage candidates to speak and lead them on to topics of interest to them, candidates who persist in giving only very brief or monosyllabic replies cannot expect to receive many marks. (Source 2)

Paper 5 and 6, Oral test, part iii discussion of prepared topic

(The Syndicate has provided guidance to teachers.) (Source 2)

...if a candidate wishes to prepare material with a highly factual content, e.g. relating to history or geography, the teacher should make certain that the candidate can actually discuss his material and not simply give a memorized lecturette, for which he will be penalised. The candidate's general ability to talk fluently in the foreign language far outweighs the importance of the factual content...and the title as such is only to be regarded as the starting point for a conversation which should be as far as possible spontaneous and natural. (Source 2)

The candidate should be helped to show to his best advantage his ability to converse freely in the language.... (Source 2) Whilst the majority of marks will be awarded for grammatical accuracy and use of structures, idioms and vocabulary, further positive marks will be awarded for general fluency and conversational ability.... Individuals or groups of candidates who produce almost identical rehearsed lecturettes will not therefore gain high marks ....candidates who follow up an elegant, polished speech with short, ungrammatical replies will be marked on their performance as a whole, and the preliminary speech may be largely disregarded. Candidates will be awarded marks for variety and interest as well as accuracy. (Source 2) (The Syndicate lists the six techniques to be avoided.) (i) The lecturette (with) little or no spontaneous conversation. (ii) The interrogation, where the teacher asks simple questions requiring automatic answers.... (iii) Excessive participation on the teacher's part, with monosyllabic answers from the candidate. (iv) Almost identical, over-rehearsed pseudo-discussion, where the same questions are put to different candidates at the same point in a topic. (v) A marked repetition of prepared questions and answers. (vi) Excessive concentration on subject matter detail. Relatively few marks are awarded for content.... (Source 2)

D. SOURCES

All published by the University of Cambridge Local Examinations Syndicate.

1 General Certificate of Education and Use of English Examination 1979. Syllabuses in English Subjects, Classics, Modern Languages, General Studies, General Paper, Use of English. Subject Syllabus EL (1979). July 1977.

2 General Certificate of Education. Modern Languages. Syllabuses, additional notes, and instructions. Syllabus supplement M.L. (1978). 1977.

3 General Certificate of Education. Spanish Ordinary level. Paper 3 Listening comprehension. June 1978.

4 Ordinary level French, German, Russian and Spanish. Multiple-choice tests of reading comprehension. Circular to schools No. 77/14 dated September 1977. Circular to schools No. C77/8, dated September 1977.

5 General Certificate of Education. Spanish Ordinary level. Paper 1. Translation and composition. June 1978.

6 Criticisms of the question papers set at the Summer 1978 GCE examinations, with comments by the subject committees. With examiners' notes on the work of candidates in certain papers. Part 3 (Modern languages). MG3 (1978). December 1978.

7 General Certificate of Education. Modern Languages. Syllabuses, additional notes, and instructions. Syllabus supplement M.L. (1980). July 1978.

8 Ordinary level Spanish: reading comprehension.

Table 53

University of Cambridge Local Examinations Syndicate

Ordinary level: Spanish

Three written papers and an oral test

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Either Paper 5, Oral test[1] (External) Or Paper 6, Oral test[1] (Internal) Paper 5 and Paper 6, Oral test: part i reading test; part ii conversation based on picture; part iii discussion of prepared topic	Either Paper 3, Listening comprehension Or Paper 4, Listening comprehension	Paper 1, Translation and composition, part i translation into English Paper 2, Reading comprehension	Paper 1, Translation and composition, part ii composition based on a series of pictures and either part iii composition based on a choice of topics, or part iv translation from English
Time	i 5 mins plus 10 mins preparation time[2] ii 5 mins[2] iii 5 mins[2]	3 40 mins 4 40 mins including 10 mins for total reading time[2]	1 Total $2\frac{1}{4}$ hours 2 40 mins	1 Total $2\frac{1}{4}$ hours
Marks	i 10%[3] ii $7\frac{1}{2}$%[3] iii $7\frac{1}{2}$%[3]	3 15% 4 15%	1 Total 45% 2 15%	1 Total 45%
Description	i Reading aloud[4] /I.1/. Alternative passages usually provided. At least two should be used at random. ii Questions based on a single picture[4] /I.2c/. Precise, factual information will not be demanded. Candidates are expected to give natural replies to questions and should be encouraged to take initiative in this part of the oral test. iii Conversation based on prescribed topic[4] /I.2b/. Candidates will be required to prepare three topics from list of ten or of their own choosing.[5] Each candidate should choose an aspect of the topic which interests him particularly. At the examination he will be required to choose one at random. The conversation should be as far as possible spontaneous and natural and the title regarded as the starting point for the conversation. Paper 5. Oral test is conducted by a visiting external examiner. Paper 6. Oral test is conducted by the staff at each centre.	3 Listening comprehension: multiple-choice questions in foreign language /II.1e/. 30 multiple-choice questions based on recorded material. Four suggested answers to each question.[6] 4 Listening comprehension: questions written in foreign language; answers written in foreign language /II.1b/. Ten written questions on story read aloud by teacher. The story is read twice. Candidates are not allowed to write during either reading. The first reading should take approximately the time specified at the end of the passage. The second should be at the same pace as the first. Both should be done in a natural way. Between the first and second readings candidates are allowed five mins to read the questions and to make notes. During the remaining 30 mins, after both readings have been completed, they write their answers to the questions.[7]	1i Translation foreign language to English /III.1/. One passage 2 Written comprehension: foreign language passage: multiple-choice questions in foreign language /III.2c/. Thirty multiple-choice questions[8].	ii Composition /IV.3/. Based on a picture-series (about 150 words), using the past tense.[9] AND EITHER iii Composition (about 150 words) based on a choice of topics in form of letter, dialogue, description etc. OR iv Translation English to foreign language /IV.1/. One passage.

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1 Information and instructions published. See Source 2 opposite

2 See Source 2 opposite

3 See Source 7 opposite

4 No information in Source 1. See Source 2 opposite

5 List published. See Source 2 and Section B opposite

6 See Source 3 opposite

7 Instructions published: see Source 2 opposite

8 See Section B and Source 4 opposite: Specimen published

9 See Source 5 opposite

Table 54 Joint Matriculation Board Spanish Syllabus A 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No information provided by the Board on any of the papers)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(Board has published a list of grammatical structures which) may be tested in relation to all the language skills described in the syllabuses.) (Source 1)

(The list is in conventional terms, running to about one page, covering thirty two items and appears in Source 1. A list of active vocabulary has also been published separately which runs to twenty-one pages, and is presented in two forms: (a) in alphabetical order and (b) in cognate groups of words (comprising) approximately 2,000 items.) (Source 3)

Candidates offering Spanish will be expected to conform to the system of accentuation set out by the Spanish Academy in nuevas normas de prosodia y ortografia [1952, amended in 1959]. (Source 1)

Paper I translation English to Spanish, Spanish to English; essay in Spanish

It will be expected that the language produced by the average Ordinary level pupil will fall largely within the vocabulary list...in setting the passages for translation the examiners will be allowed to use in Question 1 (translation from Spanish into English) material which normally includes up to fifteen per cent of lexis outside the vocabulary list, provided that they are not key words in the understanding of the material, and in Question 2 (translation from English into Spanish) ten per cent of lexis outside the vocabulary list. (Source 3)

Paper II listening and reading comprehension tests

Overall comprehension is required; questions will not demand a knowledge of unusual, technical or literary vocabulary. (Source 1)

Oral examination, conversation test

The following topics could provide suitable material for questions: the date and time, the journey to school, activities in school and outside, household routine, sport, hobbies, holidays, the family. (Source 2)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(The Board has provided information on marking procedures for each section of each paper in Source 1, but more detailed information on marking procedures covering grading in the oral examination, reading and conversation tests is given in Source 2.)

(See mark allocations opposite)

Paper I translation from Spanish into English

...working total of thirty marks... one mark (deducted) for each error and half a mark for each minor error. (Source 1)

Paper I translation from English into Spanish

...working total of forty marks...half a mark (deducted) for each minor error and one mark for each more serious error. Outstandingly good renderings can earn bonus marks. (Source 1)

Paper I essay in Spanish

...working total of forty marks...thirty marks (for) linguistic accuracy, deductions being as for the translation from English into Spanish. The content will be allocated ten marks, deductions being made for repetition, digression and poor arrangement. (Source 1)

Paper II.1 and II.2 comprehension

...each correct response gains one mark; no deduction is made for wrong answers. (Source 1)

Oral examination, reading test

...fifteen marks....(Source 1)

...pronunciation, fluency, phrasing and intonation are assessed. (Source 1)

Oral examination, conversation test

...thirty marks....(Source 1)

...marks are awarded for accuracy of grammar, range of vocabulary, fluency and comprehension.

D. SOURCES

All published by the Joint Matriculation Board.

1 General Certificate of Education. Regulations and syllabuses 1979.

2 General Certificate of Education 1979. Reading and conversation tests in modern foreign languages (Ordinary) Syllabus A, Russian (Ordinary) Syllabus B, Italian and Polish. Instructions to supervisors S 10 (O).

3 General Certificate of Education. Spanish Ordinary Syllabuses A and B. List of active vocabulary. Spanish (O) vocabulary. May 1974.

Table 54 Joint Matriculation Board Ordinary level : Spanish Syllabus A

Two written papers and an oral test

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral examination[1], reading test, conversation test	Paper II, Section 1 listening comprehension	Paper I, translation from Spanish into English Paper II, Section 2 reading comprehension	Paper 1, prose translation from English into Spanish Paper I essay in Spanish
Time	about 7 - 8 mins[2]	about 35 mins	I total 2 hours II2 40 mins	I total 2 hours
Marks	Oral examination total 15%	15%	I translation Spanish into English 15% II2 15%	I prose translation 20% I essay 20%
Description	Reading aloud[2] /I.1/. All the passages supplied by the Board should be used, varying the order of use as much as possible. Candidate is given three minutes to prepare passage. General conversation[3] /I.2/. Examiner may use reading passage as a starting point for conversation "Definition" type questions are recommended as useful. Answers to questions need not be in complete sentences, but questions inviting yes or no replies should be avoided. Extraneous visual aids must not be introduced into the examination as an incentive to conversation. Where necessary a candidate should be prompted and encouraged. If no answer is given a question may be rephrased. Tenses other than the present should be used[2]. Conducted by an external examiner.	Listening comprehension: multiple-choice questions in foreign language /II.1c/. Recorded on tape. i) Multiple-choice questions in Spanish based on a series of short dialogues. ii) Multiple-choice questions in Spanish based on a longer dialogue and/or passage (150 - 175 words). Paper II of Syllabus A and B are the same.	I Translation foreign language to English /III.1/. One passage (about 120 words) for translation from Spanish into English. II2 Written comprehension: foreign language passage: multiple-choice questions in foreign language /III.2c/. i) Short multiple-choice questions in Spanish, of the vocabulary-in-context type. ii) Multiple-choice questions in Spanish based on longer narrative passages. Paper II of Syllabus A and B are the same.	Translation English to foreign language /IV.1/. One passage (about 130 words) for translation from English into Spanish. Composition /IV.3/. Essay (120 - 130 words) based on EITHER a series of pictures OR in reply to stimulus letter in Spanish.

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1 Information on reading and conversation tests published: See Source 2 opposite

2 See Source 2 opposite

3 See Source 2 and Section B opposite

Table 55 Joint Matriculation Board Spanish Syllabus B 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No information provided by the Board on any of the papers)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(Board has published a list of grammatical structures which) may be tested in relation to all the language skills described in the syllabuses.) (Source 1)

(The list is in conventional terms, running to about one page, covering thirty-two items and appears in Source 1. A list of active vocabulary has also been published which runs to twenty one pages, and is presented in two forms: (a) in alphabetical order and (b) in cognate groups of words (comprising) approximately 2,000.) (Source 3)

Candidates offering Spanish will be expected to conform to the system of accentuation set out by the Spanish Academy in Nuevas normas de prosodia y ortografia [1952, amended in 1959]. (Source 1)

Paper I

It will be expected that the language produced by the average Ordinary level pupil will fall largely within the vocabulary list....(Source 3) Candidates will be expected to express themselves over the range of structures and lexis in Source 1. (Source 1)

Paper II listening comprehension

Candidates will be expected to understand a native speaker, speaking at natural though not excessive speed, over a limited range of structure and vocabulary...up to ten per cent of words outside the vocabulary list (may be included), provided that these are not key words in the understanding of the material. (Source 1)

Paper II reading comprehension

Candidates will be expected to understand a passage of a suitable standard taken from a modern Spanish novel or periodical...may include up to ten per cent of words outside the vocabulary list, provided that they are not key words in the understanding of the material. (Source 1)

Oral examination

Using structures and lexis (Source 1), candidates should be able to answer questions, to ask questions and elicit information in practical situations and to carry on a general conversation. (Source 1)

(Board has published list of eleven general topics e.g. buying drinks or meals in a cafe or restaurant and of seven personal topics e.g. family and friends in Source 1. Candidates are expected to be familiar with the language of the eleven general topics. Vocabulary listed in Source 3 will normally suffice for this....(The seven topics listed in the personal section) will give scope to candidates to use vocabulary outside the vocabulary list.

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(The Board has provided information on marking procedures for each section of each paper in Source 1.)

(See mark allocations opposite)

Paper I composition

...working total of thirty marks, six marks (for) style and twenty-four for linguistic accuracy. One mark...deducted for a serious error and half a mark for a minor error. Marks...deducted for inadequate content....(Source 1)

Paper I letter

...working total of twenty marks, five...for style and fifteen for linguistic accuracy. Deductions...as for Question 1 above. (Source 1)

Paper I written dialogue

...working total of twenty marks, five...for style and fifteen for linguistic accuracy. Deductions...as for Question 1 above...and for unnecessary repetition. (Source 1)

Paper II listening and reading comprehension

...each correct response gains one mark; no deduction is made for wrong answers. (Source 1)

Oral examination Section 1a, role-playing

...working total of three marks... for each section of a role; (full marks awarded) for any form of enquiry or response which elicits or supplies the required information. Deductions of one mark...for an important omission, a serious grammatical error or excessive hesitation. Smaller deductions (half a mark)...for a minor error or omission. (Source 1)

Oral examination Section 1b, questions based on pictures

...working total of three marks...for each question; full marks for an answer which is reasonably full in terms of the question, although a complete sentence is not always necessary. Deductions (one or half a mark)...for grammatical errors and excessive hesitation. Credit (maximum of one mark)...for an answer which, although too inaccurate in itself to earn marks...is sufficiently intelligible to reveal comprehension of the question. (Source 1)

Oral examination Section 1c, general conversation

...working total of thirty marks, five (for) (a) pronunciation and intonation, (b) the accurate use and variety of grammatical structure, (c) vocabulary and idiom, (d) fluency. Ten marks (for) spontaneity and genuine conversational ability. (Source 1)

Oral examination Section 2

...working total of forty marks...eight marks (for) each of the following (a) pronunciation and intonation, (b) grammatical accuracy and variety of structure, (c) vocabulary and idiom, (d) continuity and content of narrative, (e) fluency. (Source 1)

D. SOURCES

All published by the Joint Matriculation Board.

1 General Certificate of Education. Regulations and syllabuses 1979.

2 General Certificate of Education. Summer 1979. French, German, Spanish and Russian Ordinary syllabus B (and Paper II in Spanish (Ordinary) Syllabus A). Instructions to supervisors and examining teachers S 58(O).

3 General Certificate of Education. Spanish Ordinary Syllabuses A and B. List of active vocabulary. Spanish (O) Vocabulary May 1974.

Table 55 Joint Matriculation Board Ordinary level: Spanish: Syllabus B. Two written papers and an oral examination

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral examination[1],[2], Section 1a role playing; Section 1b questions based on pictures; Section 1c general conversation; Section 2, oral narrative	Paper II, Section 1 listening comprehension	Paper II, Section 2, reading comprehension	Paper I, question 1. composition; question 2, letter; question 3, written dialogue
Time	1 about 12 mins 2 about 4 mins	About 35 mins	40 mins	I 1¼ hours Candidates are advised to spend about one hour fifteen mins on question 1 and 2 and thirty mins on question 3.
Marks	1a 6% 1b 4% 1c 7% 2 8%	20%	20%	1 15% 2 10% 3 10%
Description	1a Role playing /I.3/. Two role playing situations (one role demands "tu" form, other "usted" form) to be chosen randomly by teacher from two groups of four role playing cards. Candidate is given four to five mins preparation time[1]. 1b Questions on a single picture /I.2c/. Four set questions on a single picture. Examiner randomly selects one of five visuals for each candidate and asks the set questions. If a candidate does not reply, he may repeat the question once. A minimal amount of prompting is permitted[3]. 1c General conversation /I.2/. Four to five mins based on one or more of prescribed personal topics[2]. Conversation should involve a variety of tenses[3]. 2 Narrative based on a series of pictures /I.2d/. Examiner selects pictures[2] for each candidate who is given five mins to prepare story in the past tense using third person singular or plural. Conducted by staff at each centre, recorded on tape and marked by Board's examiner.	Listening comprehension: multiple-choice questions in foreign language /II.1e/. Recorded on tape. (i) Multiple-choice questions in Spanish based on series of short dialogues (ii) Multiple-choice questions in Spanish based on a longer dialogue and/or passage (150 - 175 words). Paper II of Syllabus A and Syllabus B are the same.	Written comprehension: foreign language passage: multiple-choice questions in foreign language /III.2c/. (i) Short multiple-choice questions in Spanish of the vocabulary-in-context type. (ii) Multiple-choice questions in Spanish based on longer narrative passages. Paper II of Syllabus A and Syllabus B are the same	Composition /IV.3/. Composition (about 120 - 130 words) in the past tense based on sequence of pictures using everyday situations. Letter (80 - 90 words) in answer to a stimulus letter in Spanish. Written dialogue (80 - 90 words) between two people. Details of situation are given in English and opening lines in Spanish.

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1. Information on the oral examination procedures published: See Source 2 opposite

2. List of topics published: See Source 1 and Section B opposite

3. See Source 2 opposite

Table 56 University of London Spanish Syllabus 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

Paper 1, part a dictation

...to test the candidate's grasp of the written language including orthography by requiring him to relate the language as written to the language as spoken. (Source 1)

Paper 1, part b listening comprehension

...to test candidate's understanding of the spoken language. (Source 1)

Paper 2, part a translation from Spanish

...to test the candidate's understanding of the written language and his ability to render the text accurately into acceptable English. (Source 1)

Paper 2, part b directed production

...to test the candidate's ability to write accurately and relevantly in the language.

...the purpose of the exercise is to make the candidate use his own powers of expression in Spanish when answering the question. (Source 2)

Paper 2, part c essay

...to test the candidate's capacity to express ideas freely in accurate Spanish on a given subject using a variety of vocabulary and idiom. (Source 1)

Paper 3, Oral test part a reading

...to test the ability to pronounce basic Spanish sounds and to demonstrate by appropriate intonation an understanding of the passage. (Source 1)

Paper 3, Oral test part b unseen questions

...to test the candidate's ability to employ elementary structures in response to the stimulus of graded questions which form an introduction to the more complex questions in the conversation. (Source 1)

Paper 3, Oral test part c conversation

...to test the candidate's ability to communicate fluently on a number of subjects. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information provided, but the following information has been derived from the sources indicated:)

Paper 3, Oral test part b unseen questions

...topics such as age, hobbies, family, school, weather and holidays....(Source 1)

Paper 3, Oral test part c conversation

...everyday subjects likely to be of general interest or which the candidate is likely to encounter on a visit to a Spanish-speaking country. (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information has been provided in Source 2 on each of the papers.)

(See mark allocations opposite)

Paper 1, part a dictation

...marked out of ten: half a mark is deducted for each mistake, whether in spelling or accentuation. (Source 2)

Paper 1, part b listening comprehension

...question is marked on a positive basis and two essential points (are) needed in each of the ten answers. Equal marks (are) given to each question....Candidates should be encouraged to give precise answers. (Source 2)

Paper 2, part a translation from Spanish

...divided into forty sections, and one mark is given for each section. No half-marks are awarded. The examiners are looking for answers which are both accurate, i.e. convey the exact sense of the Spanish, and are written in acceptable English. (Source 2)

Paper 2, part b directed production

...it may well be of assistance if teachers advise their candidates to count the number of words they have used [under ninety words means that two marks are deducted from their score and pro rata; conversely, any words in excess of one hundred, whilst not directly penalised will increase the risk of error], to check that they have made some change from the original, either by choosing different vocabulary or altering a tense or a construction, to check that the tenses used are relevant to the question, and finally, not to be over-ambitious and run the risk of making unnecessary mistakes. Simple, relevant, correct Spanish showing some originality of language should be the basic aim. (Source 2)

Paper 2, part c essay

(A check is made to ensure that the various points in the outline have been included. (Source 2)

...awarded a mark based on impression, and a strict monitoring process is adhered to to ensure conformity of standard....the marks are awarded mainly on a basis of linguistic competence. What the examiners are looking for is accuracy in the first instance. This means that a borderline grade C candidate should be encouraged...to keep his essay as simple as possible, within the confines of the rubric, i.e. that he must write in the past tense and observe the given outline, and to avoid complicated constructions....In the grade B and A categories, the examiners are looking for a wider and more reliable control, particularly of verbs and a good display of more complicated constructions and idioms, together with a wider vocabulary. (Source 2)

D. SOURCES

All published by the University of London, University Entrance and School Examinations Council.

1 General Certificate of Education Examination. Regulations and syllabuses. June 1979 and January 1980. University of London, 1977.

2 General Certificate of Education Examination. Subject Reports. June 1978 examinations. University of London, 1978.

3 General Certificate of Education Examination. Spanish Ordinary level oral test, June 1979 examination onwards. September, 1977.

4 General Certificate of Education Examination. Oral tests in modern languages. June 1979 examination onwards. Appointment of teacher examiners and visiting university examiners. September, 1978.

5 General Certificate of Education Examination. January 1978. Spanish 1. Instructions for dictation and listening comprehension tests. (Dict. and Listening comp-) 590.

6 General Certificate of Education Examination January 1979. Ordinary level. Spanish Paper 2.

Table 56	University of London	Ordinary level: Spanish	Two written papers and an oral test	
	I ORAL	II AURAL	III READING	IV WRITING
Paper	Paper 3, Oral test, part a reading, part b unseen questions, part c conversation	Paper 1, part b listening comprehension	Paper 2, part a translation from Spanish, part b directed production	Paper 1, part a dictation Paper 2, part b directed production, part c essay
Time	3 total 8 - 10 mins plus preparation time for part a	½ hour	2 total 2 hours	1a ½ hour 2 total 2 hours
Marks	3a 4½%[1] 3b 5%[1] 3c 7½%[1]	10%[1]	2a 20%[6] 2b 20%[6]	1a 5%[1] 2b 20%[6] 2c 30%[6]
Description	3a Reading aloud /I.1/. Passage (about 150 words) 3b Conversation from a set list /I.2b/. The candidate answers ten set questions covering such topics as age, hobbies, family, school, weather and holidays[2,3] 3c General conversation /I.2/. The candidate is expected to talk about everyday subjects likely to be of general interest or which he is likely to encounter on a visit to a Spanish-speaking country. Conducted and marked either by visiting examiners or by teachers appointed to examine candidates in their own schools. Examining teachers must submit a recording of the whole examination of a sample of candidates[4].	Listening comprehension: questions in written English: answers in written English /II.1a/. Narrative or descriptive text which may contain dialogue (200 - 250 words). Questions are concerned with information essential to the understanding of the passage as a whole, but the candidate is expected to show he has grasped the necessary points of detail. Whole passage is read once then the papers are distributed and candidates have one minute to read the questions. The passage is read again in three sections. After each section is read candidates have five minutes to answer the questions on that section. The whole passage is read a third time with five minutes for revision. Candidates must not write during the readings[5].	2a Translation from foreign language to English /III.1/. Translation of a prose passage (150 - 200 words) into English. 2b Written comprehension: questions written in foreign language; answers written in foreign language /III.2b/. Passage (200 - 250 words). The candidate is expected to write about 100 words. Each question requires a different answer which should be full and relevant. Answers beginning 'porque' are acceptable[6]. See IV WRITING.	1a Dictation /IV.4/. 2b Written comprehension: questions written in foreign language; answers written in foreign language /IV.2/. Passage (200 - 250 words). The candidate is expected to write about 100 words. Each question requires a different answer which should be full and relevant. Answers beginning 'porque' are acceptable[6]. See III READING. 2c Composition /IV.3/. One essay (150 words). Choice of three topics: picture series, dialogue or letter, another subject using past tenses[6].

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[1] See Source 2 opposite

[2] See Section A opposite

[3] Specimen provided: See Source 3 opposite

[4] See Source 4 opposite

[5] See Source 5 opposite

[6] See Source 6 opposite

Table 57 Northern Ireland General Certificate of Education Spanish Syllabus 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

Written paper, part b, Section A

...to test the candidate's ability to understand the written word and to answer such questions accurately. (Source 1)

Written paper, part b, Section B

...to test the candidate's ability to use and manipulate the language of the passage. (Source 1)

Oral test, part b aural test

...to see how well candidates can understand spoken Spanish. (Source 9)

Oral test, part c reading aloud in the language

...comprehension, as expressed through intelligent phrasing, intonation etc, is regarded as part of the test. (Source 10)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information has been provided. Information has been derived from the sources indicated. All the information with the exception of Source 1 is in the form of a typescript.)

General conversation (is) based on indications given at the briefing meetings. The suggested questions should be used in such a way as to stimulate the conversation and encourage the candidate to express his idea in extended form....Examiners should endeavour to introduce a reasonable variety of topics beyond those suggested in order to ensure that preparation has not been restricted to a limited area. Topics involving specialised vocabulary [including sport] should...be avoided. (Source 2)

Further questions on the prepared topics are, of course, necessary to test the candidate's ability to diverge from the purely memorized material, but they should always be derivative in the manner suggested by the chart. (Source 4)

(The Board has provided a chart for examiners showing suggested conversation patterns for use with the suggested questions in Source 5. This is complemented by a one page sheet, Source 6 giving suggestions for use of the chart.)

The starting point is always PERSONALIA...and may lead in four possible directions to the NUCLEUS TOPICS. (Source 6) (The four topics are: family relationships, the school, home town or village, holidays: Christmas, Easter, summer.) (Source 5) If it is not desired to develop one of the four nuclei as a major topic, the arrows show some of the possible lines of further devlopment into the peripheral topics....(Source 6) (e.g. trades and professions which can be reached from either'family relationships' or 'the school', 'at the hairdressers' which can be reached from 'home town or village'.) (Source 5)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information has been provided for the Oral test, parts c and d. Other information is derived from sources indicated. Source 12 is included since the syllabus is common to French, German, Italian, Russian and Spanish. The Board states that the views expressed in the Examiners' Report do not necessarily reflect the views of the Board)
(See mark allocations opposite)

Oral test, part c reading aloud in the language

(thirty marks) (Source 10)
(Information runs to half a page and shows the categories of grading.) (Source 10)
The reading passages are intended to be easily comprehended by the candidate and therefore this comprehension, as expressed through intelligent phrasing, intonation etc, is regarded as part of the test. No candidate should be awarded a high mark whose reading does not include these qualities, even if his attack on individual sounds is acceptable...those candidates who have failed to acquire the sound system of the language will also be heavily penalised in spite of "fluency". (Source 10)
(The full range of marks should be used.) (Source 10)

The maximum must be given to a candidate who does as well as can reasonably be expected of a good candidate at this stage. (Source 10)

Oral test, part d free conversation

(eighty marks) (Source 2)
(Information runs to half a page and shows the categories of grading.) (Source 2)
Assessment must take into account the candidate's ability to understand the questions as well as his skill in using the language and a swift response which shows comprehension deserves considerable credit. Low marks must be given to incorrect constructions, agreements, conjugation....examiners must try to use the full scale of marks. (Source 2)
Students should be warned that continually giving monosyllabic answers will not gain them top marks even if these answers are correct. (Source 11)
Accuracy and appropriate vocabulary are looked for when judging the candidate's performance. (Source 12)
In exchange for the previewing of the questions, teacher/examiners are entitled to expect flawless answers. (Source 4)
There should be automatic release of the required reply. (Source 4)

Oral test, part a dictation

At 'O' level this is a valuable exercise in precision, requiring recognition of speech sounds, knowledge of how these sounds are spelt in various circumstances, knowledge of the stress system and a largish passive vocabulary. (Source 11)

Written paper, part c free composition

...a variety of idioms and sentence structures are rewarded in the marking scheme...(Source 12)
(Candidates should avoid) a tendency to abstract phrases, vocabulary and sometimes whole sentences from other sections of the paper (and) the repetition in various forms and often more than once of the lead-in sentences in (questions). The time...might be better employed in planning the essay, in particular pruning over-long introductions and trying... to answer the question set rather than using anything up to three-quarters of the prescribed word-limit in leading up to it. (Source 11)

D. SOURCES

All published by the Northern Ireland General Certificate of Education Examinations Board unless otherwise stated.

1 Rules and programme 1979. Northern Ireland Schools Examinations Council, 1977.
2 Oral examinations. 'O' level modern languages. Conversation. Form LO/5. IN 'O' level reading and conversation in modern languages. Mark schemes.
3 Conduct of oral tests in modern languages. Ordinary level 1979. LO/1B.
4 French (Ordinary) 1978. (Examiners' Report).
5 'O' level orals. Conversation patterns. In 'O' level reading and conversation in modern languages. Mark schemes.
6 Oral tests in modern languages. Ordinary level. Conversation patterns. Suggestions for use of the chart. Form LO/6. IN 'O' level reading and conversation in modern languages Mark schemes.
7 Spanish (Ordinary) 1979. Question 2 (Comprehension and use of language). Specimen questions.
8 General Certificate of Education Examinations. 1978. Spanish (Ordinary). Dictation test. Instructions to readers.
9 General Certificate of Education Examinations. 1978. Spanish (Ordinary). Aural test. Instructions to readers. (Teacher's paper).
10 Oral examinations. 'O' level modern languages. Reading. Form LO/3. IN 'O' level reading and conversation in modern languages. Mark schemes.
11 Spanish (Ordinary) 1978. (Examiners' Report)
12 German (Ordinary) 1978. (Examiners' Report)

Table 57	Northern Ireland Examination Board	Ordinary level: Spanish	Three written papers and an oral test	
	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral tests, part c reading aloud in the language, part d free conversation	Oral tests, part b aural test with questions in English to be answered in English	Written paper, part a translation from the language, part b comprehension and use of the language: Section A and Section B	Written paper, part b comprehension and use of the language: Section A and Section B, part c free composition Oral tests, part a dictation
Time	d 10 mins[1]	b not indicated	Written paper total 3 hours	Written paper total 3 hours
Marks	d 20%	Oral tests total 40%	a 25% b Section A 7½% b Section B 7½%	b Section A 7½% b Section B 7½% c 20% oral tests total 40%
Description	c Reading aloud /I.1/. Candidate has two minutes to prepare passage. The examiner is free to choose any test from the passages provided, but only one passage should be used in any one session[2]. d Questions from a set list /I.2b/. Candidates have four months to prepare answers to the list of suggested questions[3]. The test is based on the indications given at the briefing meetings. The suggested questions should be used in such a way as to stimulate the conversation and encourage the candidate to express his ideas in extended form. The examiner should endeavour to introduce a variety of topics beyond those suggested to ensure that preparation has not been restricted to a limited area. Topics involving a specialised vocabulary should be avoided[1]. The examiner is provided with a chart showing suggested conversation patterns[4] for use with the suggested questions and with instructions on how to use the chart[5]. Visiting teacher/examiners attend a briefing session before the reading and conversation tests. Moderation may include visits by chief oral examiners or their assistants[2].	Listening comprehension: questions in written English; answers in written English /II.1a/. A passage divided into five paragraphs is read aloud by the teacher. The whole passage is read once, then candidates open their question papers. The passage is read a second time in sections. After each section has been read candidates have three minutes to answer the question set on that section. The whole passage is read a third time and candidates have five minutes for revision[2].	a Translation foreign language to English /III.1/. Two passages (about 170 words each). b Written comprehension: questions written in foreign language; answers written in foreign language[6] /III.2b/. Passage (350 - 400 words) to test comprehension and use of the language. A. Questions set in Spanish to be answered in Spanish. B. Questions designed to test ability to use and manipulate the language of the passage. See IV WRITING.	b Written comprehension: questions written in foreign language; answers written in foreign language[6] /IV.2/. Passage (350 - 400 words) to test comprehension and use of the language. A. Questions set in Spanish to be answered in Spanish. B. Questions designed to test ability to use and manipulate the language of the passage. See III READING. c Composition /IV.3/. About 120 - 150 words. Choice of subjects, including outline narrative. Dictation[7] /IV.4/.

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1 See Source 2 opposite

2 See Source 3 opposite

3 See Source 4 opposite

4 See Source 5 and Section B opposite

5 See Source 6 and Section B opposite

6 Specimen provided: See Source 7 opposite

7 Instructions published: See Source 8 opposite

Table 58 Oxford and Cambridge Schools Examination Board Spanish Syllabus 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No specific information provided)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information provided, but the following information has been derived from the sources indicated.)

Oral examination, conversation

...initial questions to all candidates should be cast in very simple and straightforward language. The subjects of such questions must be of a basic and familiar kind, which, if asked in English, would produce immediate replies, without the need for thought or reflection on the part of the candidate. (Source 2)

After the simple opening questions, the examiner is recommended to try to introduce...one or more easy topics...Pocket money and how it is spent, favourite foods, pastimes, etc., holidays, pets, description of home, personal ambitions, etc., are often fruitful and easy ground on which to test a candidate. (Source 2)

All candidates should be asked at some stage in the test to show knowledge of numbers, colours, times of the day, days of the week, dates and numbers of years. (Source 2)

(Board suggest five easy questions, e.g. Ha visitado Espana? to open conversation, five questions to test ability to use the preterite tense correctly, e.g. Cómo paso usted el domingo pasado?) (Source 2)

(Also a list of eighteen questions which may lead on to others naturally e.g. Qué tiempo hace hoy?) (Source 2)

(A further six questions are suggested to be used with better candidates to test use of other tenses and constructions, e.g. Que horá usted al llegar a casa esta tardé?) (Source 2)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information on marking principles and scoring has been published in Source 2 for the oral examination only. The section covering Ordinary level Spanish runs to approximately two and a half pages.)

(See mark allocations opposite)

Oral examination, reading

...account should be taken of pronunciation of individual words, overall accent and fluency of reading. Attempts...to add expression and intonation, resulting from comprehension of the passage, should be regarded as 'rewardable extras' and not 'prime requisites'. (Source 2)

Candidates whose speech shows evidence of Spanish regional or Spanish-American pronunciation should not be penalised on this account. (Source 2)

(Scale 0 - 10, ten categories of grading.) (Source 2)

Oral examination, conversation

Any candidate who understands the examiner's questions, is able to reply in Spanish, however unambitious, with basically intelligible grammar and pronunciation should be considered as 'competent'. The candidate who adds to this a certain fluency, substantially correct grammar, good pronunciation or some acquaintance with idiom, will find himself a higher place on the scale. (Source 2)

(Scale 0 - 20, ten categories of grading.) (Source 2)

(The Board has provided information about what pronunciation is acceptable.) (1) All genuine varieties of Spanish-American and Spanish regional pronunciation should be accepted. (2) Attention should be paid to the pronunciation of pure vowels, O, E and I, to ascertain that the Southern English diphthongs do not intrude too much. (3) The 'i', the double 'rr' and the single 'r', especially before a consonant...and when it is the first letter of a phrase, should be listened for; so, too, should be the single 'l' and the double 'll'. (4) Correct syllabification and stress, synalepha and intonation, deserve credit in the reading and even more so in conversation. (Source 2)

D. SOURCES

All published by the Oxford and Cambridge Schools Examination Board.

1 Regulations for Certificate Examinations for the year 1979.

2 The oral examination in Spanish. Advanced level and Ordinary level. 528 S/1 - 4

3 General Certificate Examination. Ordinary level. H 179. Spanish story for question 1 of Paper 3. For the supervisor only. July 1978.

4 General Certificate Examination. Ordinary level. H 178. Spanish. Paper 3. Story and composition. July 1978.

5 General Certificate Examination. Ordinary level. H 176. Spanish. Paper 1. Unprepared translation. July 1978.

6 General Certificate Examination. Ordinary level. H 177. Spanish. Paper 2. Dictation. For the supervisor only. July 1978.

Table 58 Oxford and Cambridge Schools Examination Board Ordinary level: Spanish

Three written papers and an oral examination

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral examination, part a reading passage in the foreign language, part b general conversation	Paper 3, Story and composition, reproduction in the foreign language of a story read in the foreign language	Paper 1, Unprepared translation	Paper 2, Dictation Paper 3, Story and composition EITHER composition based on a picture series OR passage for translation into the foreign language
Time	a not indicated b 6 - 7 mins [1]	Paper 3 total 2 hours plus reading time for story[5]	$1\frac{3}{4}$ hours	2 30 mins 3 Paper 3 total 2 hours plus reading time for story[5]
Marks	a approx 4%[2] b approx 9%[2]	13%	approx 39%[9]	2 approx 9%[11] 3 composition/or translation approx 26%[12]
Description	Reading aloud[3] /I.1/. Candidates must be allowed adequate time to prepare passage. General conversation[4] /I.2/. Initial questions should be cast in very simple and straight forward language. Subject of such questions must be a basic familiar kind, which if asked in English, would produce immediate replies without the need for thought or reflection on the part of the candidate. Examiners should not require a candidate to answer in artificially phrased whole sentences, but a string of monosyllables is unsatisfactory. After simple opening questions, the examiner is recommended to introduce one or more easy topics. All candidates should be asked at some stage to show knowledge of numbers, colours, times of the day, days of the week, dates and numbers of years. Schools may choose between the following methods: EITHER Test is conducted and marked by candidate's teachers. Schools record the tests of five candidates on tape. Marks and tapes are sent to the Board. OR Test is conducted by an external examiner, who records the tests of five candidates.	Listening comprehension: reproduction in foreign language with aid of a story outline[7]. /II.3b/. Candidates read outline of narrative printed on question paper, then teacher reads narrative aloud twice, first at ordinary rate, then somewhat more slowly. No notes may be taken during either reading but candidates have outline before them whilst passage is read and when they write their composition which should be about 150 words using the past tenses[8].	Translation foreign language to English[10] /III.1/. Two passages.	Dictation[13] /IV.4/ EITHER Composition[14] /IV.3/. About 150 words based on picture series mainly in the past tense, although other tenses may be used where required (e.g. in dialogue). OR Translation English to foreign language[15] /IV.1/. One passage.

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1 See Source 2 opposite

2 Mark allocations published: See Source 2 opposite

3 No information in Source 1: Information and instructions published: See Source 2 opposite

4 No information in Source 1: Information and instructions published: See Source 2 and section B opposite

5 See Source 3 opposite

6 Mark allocations published: See Sources 3 and 4 opposite

7 No information in Source 1: See Source 3 opposite

8 See Source 4 opposite

9 Mark allocations published: See Source 5 opposite

10 No information in Source 1: See Source 5 opposite

11 Mark allocations published: See Source 6 opposite

12 Mark allocations published: See Source 4 opposite

13 Instructions published: See Source 6 opposite

14 No information in Source 1: See Source 4 opposite

15 No information in Source 1: See Source 4 opposite

Table 59 Oxford Delegacy of Local Examinations Spanish Syllabus O 22 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No information published)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(Board has published a list of grammar and structures in conventional terms which runs to one page in Source 8. The list) defines the minimum which candidates should have studied for Ordinary Level. They include only those elements of the language which a candidate needs to use actively, i.e. when writing or speaking Spanish. It does not purport to be an exhaustive list and does not include elements required to be recognized but not used.... (Source 8)

(No specific information has been published on individual papers, but the following information has been derived from the source indicated:)

Oral examination, conversation test

...an Ordinary Level candidate should be capable of attempting to continue a conversation on topics which lie within his experience, e.g. school, home, holidays and school excursions abroad....(Source 2)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(See mark allocations opposite)

(Board has published a nine page leaflet (Source 4) on marking procedures in French O 20, German O 21, Spanish O 22, Italian O 23, Russian O 24 for the written papers. The Spanish section runs to one page. Each paper is dealt with separately and details of the marking scheme (positive or negative), scoring and marking principles are given, sometimes with examples to amplify a statement. The amount of detail on these items varies from paper to paper, from a few lines to several short paragraphs. In papers with a negative marking scheme, the Board gives details of the various categories of error, i.e. major or minor, with examples in the foreign language and details of the penalties incurred for such errors.

The marking scheme for the oral examination for the syllabuses listed above is covered separately in Source 2.)

Oral examination, reading test

(Negative marking scheme. From fifteen marks, one mark is deducted)...for any error which makes a word incomprehensible in the context, and -½ for other errors....Errors which are truly identical...should be penalized the first time only. Immediate and spontaneous corrections by the candidate are to be accepted....(Source 2)

Up to two positive marks may be added if the candidate shows qualities of intonation, expression and fluency which warrant some recognition....(Source 2)

Oral examination, conversation test

(Positive marking scheme. Assessment) must take into account the candidate's ability to understand the questions, as well as his skill in using the language, and a swift response which shows complete comprehension deserves considerable credit....(Source 2)

D. SOURCES

All published by the Oxford Delegacy of Local Examinations.

1 General Certificate of Education 1979. Regulations and syllabuses.

2 General Certificate of Education 1978. Ordinary level. Oral examinations in modern languages, Syllabuses O 20, O 21, O 22, O 23, O 24. Confidential instructions for the conduct of reading and conversation tests. ML3/S 1978.

3 General Certificate of Education. Ordinary level. Summer examination 1978. Spanish O 22 Paper IV (Aural comprehension C.I.).

4 Information on marking modern languages at Ordinary level. January 1978.

5 General Certificate of Education. Ordinary level. Summer examination 1978. Spanish O 22 Paper II.

6 General Certificate of Education. Ordinary level. Summer examination 1978. Spanish O 22 Paper I.

7 General Certificate of Education. Ordinary level. Summer examination 1978. Spanish O 22 Paper III (C.I.).

8 Spanish at Ordinary level. O 22 and O 122.

Table 59 | Oxford Delegacy of Local Examinations | Ordinary level : Spanish : O 22 | Four written papers and an oral examination

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral examination, reading and conversation tests	Paper IV, Aural comprehension*	Paper II, Unseen translation and written comprehension	Paper I, Free composition Paper III, Dictation Paper IV, Prose composition
Time	Reading about 5 mins Conversation about 5 mins[1]	50 mins	1½ hours	I 50 mins III 30 mins IV 50 mins
Marks	Reading approx. 6% Conversation approx. 6%[2]	23%	II 1a approx. 15% II 1b approx. 15% II 2 approx. 8%[5]	I approx. 15% III approx. 12% IV 23%
Description	Reading aloud[3] /I.1/. One passage. Candidate is given adequate preparation time. General conversation[3] /I.2/. Test should take the form of normal, natural conversation. Teachers should design and guide conversation so that candidate is obliged to be articulate and express his ideas in extended form. Use of pictures or a simple series of questions may be needed as an introduction. Examination is conducted by candidates' teachers who record assessment of each candidate's ability in oral work as shown in the course of preparation for the examination, and marks for reading and conversation[1].	Listening comprehension: questions given orally in foreign language; answers in foreign language[4] /II.1d/. Passage is read once at normal speed then one minute is allowed for note taking. Passage is in three sections and each is dealt with separately. The first section is repeated, then questions are read out, but they may not be written down and note taking is not permitted during the reading. Each question is then read on its own, and candidate has two minutes to write answer to each question, which is repeated once during the two minutes. Second and third sections are dealt with in the same way. Whole passage and all the questions are read again with five minutes for revision. During this final reading candidates may correct work as passage is read. Test is conducted by teacher. *See IV WRITING. This test is an alternative to prose composition.	Translation foreign language to English /III.1/. Two passages for translation from Spanish into English[6]. Written comprehension: questions written in English; answers written in English[7] /III.2a/.	I Composition[8] /IV.3/. About 150 words. III Dictation[9] /IV.4/. IV Translation English to foreign language /IV.1/. One passage for translation from English into Spanish[10]. *See II AURAL. This test is an alternative to aural comprehension.

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[1] See Source 2 opposite

[2] Information on mark allocations published: See Source 3 opposite

[3] See Source 2 and section B opposite: No information in Source 1

[4] See Source 3 opposite: No information in Source 1.

[5] Information on mark allocations published: See Source 4 opposite

[6] See Sources 4 and 5 opposite: No information in Source 1

[7] See Source 5 opposite: No information in Source 1

[8] See Source 6 opposite: No information on type of composition in Source 1

[9] Instructions published: See Source 7 opposite

[10] See Source 4 opposite

Table 60 Oxford Delegacy of Local Examinations Spanish Syllabus O 122 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(With the exception of the following papers no information has been published.)

Paper IV, Listening comprehension

(to test) understanding of short dialogues, monologues and longer sequences....(Source 1)

Paper V, Reading comprehension

(to test) understanding of short statements and longer passages. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(Board has published a list of grammar and structures in conventional terms which runs to under one page in Source 5. The list) defines the minimum which candidates should have studied for Ordinary Level, (and includes) only those elements which a candidate needs to use actively, i.e. when writing or speaking Spanish. It does not purport to be an exhaustive list and does not include elements required to be recognized but not used.... (Source 5)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(See mark allocations opposite)

(Specific information on marking procedures has been published for the oral examination only in the Alternative Syllabuses, French O 120, German O 121, Spanish O 122. (Source 2) Information on scoring has been derived from the sources indicated.)

Paper I	Max.	50 (Source 3)
Paper II	Max.	30 (Source 5)
Paper III	Max.	10 (Source 4)
Paper IV	Max.	40 scaled from 30. One mark awarded for each correct answer. (Source 6)
Paper V	Max.	40 scaled from 30. One mark awarded for each correct answer. (Source 7)

Reading test

Maximum ten marks...pronunciation is assessable separately from intonation, phrasing and fluency....(five marks are for pronunciation and five for fluency and evidence of comprehension, i.e. intonation and phrasing.) (Source 2)

Conversation test, set questions

(Five marks per picture). Examining teacher may safely disregard pronunciation, while concentrating upon speed of response, fluency and grammatical accuracy. Complete sentences are not always necessary in the answers, but high marks cannot be given for a succession of one or two word answers. Full marks should be awarded only to answers which are relevant, reasonably full, grammatically accurate, and fluent. Speed of response should also be taken into account....(Source 2)

Conversation test, general questions

(Five marks per picture. Same points of guidance as above)...fluency, grammatical accuracy and relevance of response to the actual question asked must all be taken into account. (Source 2)

D. SOURCES

All published by Oxford Delegacy of Local Examinations.

1 General Certificate of Education 1979. Regulations and syllabuses.

2 General Certificate of Education 1978. Ordinary level. Oral examinations in modern languages. Alternative syllabuses in French O 120, German O 121 and Spanish O 122. Confidential instructions for the conduct of reading and conversation tests ML3/S (Alternative syllabus).

3 General Certificate of Education. Ordinary level. Summer examination 1978. Spanish (Alternative syllabus) O 122 Paper I.

4 General Certificate of Education. Ordinary level. Summer examination 1978. Spanish (Alternative syllabus) O 122 Paper III (C.I.).

5 Spanish at Ordinary level. O 22 and O 122.

6 General Certificate of Education. Ordinary level. Summer examination 1978. Spanish (Alternative syllabus) O 122 Paper IV.

7 General Certificate of Education. Ordinary level. Summer examination 1978. Spanish (Alternative syllabus) O 122 Paper V.

Table 60	Oxford Delegacy of Local Examinations	Ordinary level: Spanish O 122	Five written papers and an oral examination	
	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral examination[1], reading test; conversation test (set questions, general questions and conversation)	Paper IV, Listening comprehension	Paper II, Unseen translation Paper V, Reading comprehension	Paper I, Free composition Paper III, Dictation
Time	About 10 mins	30 mins	II 35 mins V 40 mins	I 1½ hours III 30 mins
Marks	15%	20%	II 15% V 20%	I 25% III 5%
Description	Reading aloud[2] /I.1/. One passage only. Candidate is given preparation time before the test begins. Questions on a single picture[2] /I.2c/. Four pictures are provided, teacher selects two of these randomly for each candidate. All the pictures should be used. Candidate is shown each picture and teacher asks the set questions without allowing him time to study it. Questions may be repeated once only but not rephrased. General conversation[2] /I.2/. Based on each picture. Not intended that every question indicated in the instructions should be put to each candidate. Idea is to develop as far as possible a conversation on fairly general lines within the subject matter suggested by the pictures and their associated topics. Questions may may be rephrased if necessary. Three minutes should be sufficient in this part to make an adequate assessment. Conducted by candidates' teachers who tape record each test for moderation as well as marking it[3].	Listening comprehension: multiple-choice questions in foreign language /II.1e/. Based on short dialogues, monologues and longer sequences, all recorded on tape. Questions read aloud twice[4].	II Translation foreign language to English /III.1/. One passage to be translated from Spanish into English. V Written comprehension: foreign language passage: multiple-choice questions in foreign language /III.2c/. Questions testing understanding of short statements and longer passages.	I Composition /IV.3/. Two compositions: one based on a short subject outline (about 150 words[5]) and the other based on a picture series (about 110 - 130 words in past tenses[6]). III Dictation[7] /IV.4/.

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1. See Source 2 opposite: Source 1 does not give any information about the oral examination except that it contains an element of structuring

2. See Source 2 opposite: No information in Source 1

3. Instructions published: See Source 2 opposite

4. See Source 6 opposite

5. See Source 3 opposite: Source 1 does not give any information on the number of words

6. See Source 3 opposite: Source 1 does not give any information on the number of words or use of tenses

7. Instructions published: See Source 4 opposite

Table 61 Scottish Certificate of Education Spanish Syllabus (Traditional) Ordinary grade Examination Board

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No specific information provided. Information is derived from the sources indicated:)

Paper II, Language practice

...to test the candidate's ability to use the foreign language in certain prescribed circumstances. (Source 3)

Oral proficiency assessment, questions on the oral reading text

The purpose of the questions should be the testing of the candidate's ability to manipulate the structures, vocabulary, tenses and idioms which occur in the text. (Source 3)

Oral proficiency test, general conversation on a topic

...to give the candidate an opportunity to express himself as freely as he can and to test his ability to talk with ease and spontaneity. (Source 2)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information provided. Information is derived from the sources indicated:)

Paper II, Language practice

...some (questions) will require factual answers about the content of the passage; others will test knowledge and use of vocabulary, manipulation of verbs and of common grammatical constructions, and the like. (Source 1)

Background knowledge

There will be no separate test...but common facts about the foreign country may be introduced. (Source 1) (List of seven topics which candidates are expected to be acquainted with, e.g. main physical features.) (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(The Board has published specific information (Source 3) for all modern languages (Traditional) relating to the setting and marking procedures for each paper and the oral proficiency assessment in the form of a twenty-three page booklet which uses FRENCH as the example. Examples of the application of these schemes are given, including tabular presentations of acceptable and unacceptable renderings for the translation into English, aural comprehension and language practice tests. Assessment of oral proficiency is covered in greater depth in Source 5. Other information is derived from the sources indicated:) (See mark allocations opposite)
(The following information has been summarized from Sources 3 and 5, but where possible, extracts are quoted from the relevant texts. Summarized information is in brackets.)

Paper I, part a listening comprehension

(One mark for each essential item of information. Answers need not be in the form of complete sentences, although completeness and conciseness is expected for a good answer. Information added gratuitously incurs the loss of one mark, if ridiculous or contradictory to what has gone before. Provided that the information required by one question and supplied in answer to another is correct and appropriate, credit is given. Weak or faulty English should be penalised.) (Source 3) (Section runs to one and a half pages and includes specimen in FRENCH.)

Paper I, part b reading comprehension

(As for Paper I, part a, EXCEPT for first sentence.)
The cursory translation of part of the passage in answer to a question must be evaluated and marks awarded for items of information given. (Source 3) (Section runs to quarter of a page.)

Paper I, part b translation into English

(Divided into forty units, varying in length and difficulty, each worth ONE mark. This is lost if unit is omitted or contains any error. Weak or faulty English should be penalised. If passage is written in or includes historic present, candidates may render verbs by the present or past tense. Only first two inconsistencies are penalised.) (Source 3) (Section runs to three pages and includes specimen in FRENCH.)

Paper II, Language practice

(Questions cannot be answered by direct quotation from the text, some manipulation is involved. Any answer that is correct or answers the question satisfactorily and clearly should be awarded full marks. Where an element of interpretation is involved and is wrong, no marks can be given. Provided that irrelevant information is grammatically correct, it should be ignored. One mark is deducted for each error in language, but repeated errors are not penalised. Half a mark (maximum ten half marks) is deducted for a mistake in accent, hyphen or apostrophe, minor spelling error.) (Source 3)
...candidates should be encouraged to express themselves as economically and succinctly as possible. (Source 3) (Section runs to three pages and includes specimen in FRENCH.)
...clarity of expression and correctness (is sought in answers). Where a question is to be answered in a sentence, a finite verb should be used; a subordinate clause of reason will be accepted as a sentence....answers to such questions in a word or phrase will not receive full marks. (Source 1)

Paper II, Written composition

(Four basic requirements are relevance, accuracy, vocabulary and idiomatic use of language, but candidates should attempt to write) a well-rounded / lively / imaginative / interesting essay....showing width of vocabulary and ease of expression...some use of dialogue, humour, depiction of character, or an original or telling phrase which shows acuteness of the candidate's observation. (Source 3) (Section runs to five and a half pages, including examples of six essays in FRENCH with details of mark scored and remarks.)

Oral proficiency, assessment (See footnotes 3 and 5 opposite)

Oral proficiency assessment, oral reading

(Marks are awarded by general impression with particular attention to pronunciation of individual sounds, intonation and fluency.) (Source 5)

Oral proficiency assessment, questions on the oral reading text

(Three marks per question. One mark is deducted for a major error and half a mark for other errors or where repetition and rephrasing of a question is required. Main emphasis is on relevance, comprehensibility and grammatical accuracy.) (Source 5)

Oral proficiency assessment, general conversation on a topic

...main qualities looked for are fluency, range of vocabulary and construction and ability to speak at some length with a minimum of prompting.

D. SOURCES

All published by the Scottish Certificate of Education Examination Board.

1 Conditions and arrangements 1979. Scottish Certificate of Education Examination Board, 1977.

2 Scottish Certificate of Education 1979 examination. Taped tests of oral proficiency in modern languages. Ordinary (Trad) and Higher grades. Instructions to teachers. (Not generally available. Issued only to selected centres.)

3 Guidance for teachers on the setting and marking of school examinations. Modern languages. Scottish Certificate of Education Examination Board, 1971.

4 Scottish Certificate of Education and Certificate of Sixth Year Studies. 1978 examination. Handbook of instructions for invigilators. April 1978. (Not generally available.)

5 Scottish Certificate of Education Ordinary (Trad) and Higher grades. Modern languages. Assessment of oral proficiency. 2/79/180.

Table 61 | Scottish Certificate of Education Examination Board | Ordinary grade: Spanish (Traditional) | Two written papers and an assessment of oral proficiency

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral proficiency test[1,2], part i oral reading, part ii questions on the oral reading text, part iii general conversation on a topic (For sample only. See below.) Oral proficiency assessment[3] (All candidates. See below.)	Paper I, part a listening comprehension	Paper I, part b reading comprehension, translation into English Paper II, Language practice	Paper II, Language practice Paper II, Written composition
Time	About 10 mins including 2 mins preparation time for i	15 mins for each passage	Ib 1½ hours II total 1¼ hours	II total 1½ hours
Number of marks	i 4% ii 8% iii 8%	12%	I reading comprehension 16% I translation 16% II 16%	II language practice 16% II written composition 20%
Description	Oral proficiency test i Reading aloud[2] /I.1/. Several passages provided to be used in rotation, then at examiner's/teacher's discretion. Candidate should be told to ask meaning of any unfamiliar keyword before he prepares the text. ii Questions on passage read aloud in /I.1/[2] /I.2a/. Five set questions. Candidate should not be allowed to refer to text. Each question should be asked once only, but may be repeated if answered inappropriately or no answer is given. If there is still no response, examiner/teacher should pass on to next one. Questions should not be rephrased. iii Questions from a set list[4] /I.2b/. Topics may be varied with different candidates. One should be chosen and introduced in the foreign language, using questions provided. Examiner/teacher should feel free to develop conversation according to candidate's interests and responses, prompting him, if necessary. If first topic is unfruitful, a second may be broached. Candidate should be encouraged to talk freely. Oral proficiency assessment Reading aloud[5] /I.1/. Questions on passage read aloud in /I.1/[5] /I.2a/. Simple questions should be asked based directly and indirectly on the text. General conversation[6] /I.2/. Candidate should be given opportunity to talk freely on matters of personal or general interest.	Listening comprehension: questions in written English; answers in written English /II.1a/. Two passages of continuous prose. Candidates complete answers to first passage, before listening to second. Passage is read twice by the teacher with two minutes between readings, during which the candidates are allowed to study questions for the passage concerned. Notes may be made at any time during the test. Answers need not be in complete sentences.	Ib Written comprehension: questions written in English; answers written in English /III.2a/. Passage of continuous prose. Ib Translation foreign language to English /III.1/. One passage. Candidates will be expected to show accurate understanding of the meaning of the passage by expressing it in clear and acceptable English. II Written comprehension: questions written in foreign language; answers written in foreign language /III.2b/. Short and relatively simple passage. Questions will be such as might be used in class for language practice[7]. SEE IV WRITING.	Written comprehension: questions written in foreign language; answers written in foreign language /IV.2/. Short and relatively simple passage. Questions will be such as might be used in class for language practice[7]. See III READING. Composition[5] /IV.3/. 150 - 200 words, requiring expansion of a short summary, telling of a story based on a picture series or writing of a letter. Choice of two subjects each year.

1 Oral proficiency test applies only to the sample selected by the Board to be tested. Visiting examiners or teachers conduct tests using materials provided by Board; teacher-conducted tests are recorded and externally marked. See Sources 1 and 2 opposite

2 Information published: See Source 2 opposite

3 Presenting authorities are required to give a numerical mark for oral proficiency (which amounts to fifty) for all candidates based on their normal performance in the activities desribed above: See Source 1 opposite

4 Information published See Source 2 opposite

5 Information published: See Source 3 and Section C opposite

6 In addition to information in Source 1, Board has published specific information for invigilators in the listening comprehension test: See Source 4 opposite. See also Section C opposite.

7 See Sections B and C opposite

Table 62 Scottish Certificate of Education Spanish Syllabus (Alternative) 'O' grade

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No specific information provided but the following information has been derived from the sources indicated:)

Section II questions in the foreign language

...to test the candidate's ability to understand the language spoken at a reasonable speed and to answer promptly and accurately within the limits set by the questions. (Source 1)

Section III, Oral composition

...to test the candidate's ability to tell a simple story in the foreign language. (Source 1)

Section VI, Written composition

...to test the candidate's ability to express simple ideas and feelings in the foreign language with reasonable accuracy. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information provided but the following information has been derived from the sources indicated:)

Prescribed topics for the examination

In dealing with the...topics candidates will be expected to be able to use only simple everyday vocabulary and idiom. (Source 1) (Fifteen major topic areas are listed, some with closely allied subject areas, e.g. school; cinema and theatre.) (Source 1)

Background knowledge

There will be no separate test of background knowledge, but common facts about the country may be introduced. (Source 1) (Seven major topic areas are listed, some with closely allied subject areas, e.g. well-known buildings, streets and other prominent features in the chief cities.) (Source 1)

Section I, Oral reading

Passages...should be straightforward. easily comprehensible and of an appropriate standard. Individual words which may provide excessive difficulties of pronunciation should be avoided. Inclusion of direct speech will more effectively test intonation, but pure dialogue form is of course unacceptable. (Source 2)

Section II Questions in the foreign language

Questions set should be uncomplicated, readily comprehensible and reasonably brief....An attempt should be made to test a reasonable range of verb forms and tenses. (Source 2)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(The Board has published specific information (Source 4) for all modern languages in the Traditional Syllabuses relating to the setting and marking procedures for each paper.) Much of this information applies equally to the Alternative examinations although this is not specifically stated in the text. (Source 2) (Source 2 which runs to four pages of typescript gives detailed information about the setting and marking procedures for each test, and is referred to here unless otherwise stated.

Section I, Oral reading

Candidates will be expected to read with understanding and fluency. They will also be required to read with correct pronunciation and appropriate intonation. (Source 1) (See also Source 4 for relevant information on criteria and marking.)

Section II, Questions in the foreign language

i. Since the ability to understand the language spoken at a reasonable speed and the ability to answer promptly and accurately are both being tested, a mark should be awarded for the former as well as for the latter. As answering is a productive manifestation of the language...it carries a greater weighting than understanding...; ii. Each of the ten questions carries two marks; iii. Full marks...for minimum correct, relevant answers which can be a) a sentence...; b) a subordinate clause of reason. Half mark per question ...for clear evidence of understanding of the question, whether or not the answer is grammatically accurate. One and a half marks...for the grammatical accuracy and comprehensibility of a fluent answer; iv. Every grammatical mistake...and every part which is not comprehensible should be penalised with the deduction of half a mark, up to a maximum of one and a half marks; v. No marks...a) if an answer is not comprehensible, b) if an answer shows total misunderstanding of or is totally irrelevant to the question asked, even if the answer is grammatically correct; vi. Answers that do not contain the stated minimum requirement should lose half a mark every time this occurs, up to a maximum of five marks, even if otherwise correct and relevant, appropriate and comprehensible..; vii. Weaknesses in pronunciation should not be penalised unless they lead to difficulties of understanding; viii. No penalty should be exacted for errors contained in those parts of answers that exceed the minimum required. (Source 2) (Examples of marked answers based on questions in the 1977 FRENCH paper are given showing the mark awarded for unacceptable answers and explaining the deductions made.) (Source 2)

Section III Oral composition

...no deduction should be made for appropriate use of present tenses throughout....allowance must be made for the limited-time factor and lack of opportunity afforded candidates for reflection and revision....a candidate who speaks fluently and tells the story well in other respects should not be penalised for failure to round the story off satisfactorily.... Candidates' compositions are assessed...on an overall impression mark....Omission of sizeable sections...would bring the impression mark down by a pegged mark or more....A candidate whose narrative is minimal or sketchy and whose delivery throughout is slow and hesitant with long gaps resulting in failure to reach the end of the story should be subject to the additional penalty on the impression mark....Mistakes of pronunciation and intonation...should not be specifically penalised unless comprehension is impeded. (Source 2) The qualities looked for are relevance, comprehensibility, and adequate knowledge of basic vocabulary and constructions, fluency and a reasonable degree of accuracy. (Source 1) (Forty marks with seven categories of grading.) (Source 2)

Section IV listening comprehension

(The principles outlined in the Traditional Syllabus apply.) (Source 2) (Refer to Source 4 and Table 61)

Section V reading comprehension

(The principles outlined in the Traditional Syllabus apply.) (Source 2) (Refer to Source 4 and Table 61)

Section VI written composition

The same basic requirements of relevance, accuracy, vocabulary and idiomatic use of language apply as to assessment of Traditional written composition...with...provisos. (Source 2) (Refer to Source 4 and Table 61) Candidates' compositions are assessed by the Board's examiners on an overall impression mark. (Source 2) (Twenty marks with seven categories of grading.) (Source 2)

D. SOURCES

All published by the Scottish Certificate of Education Examination Board.

1 Scottish Certificate of Education Examination. Conditions and arrangements 1979.

2 Modern languages (Alternative) on the Ordinary grade. Supplement to the booklet "Guidance for teachers on the setting and marking of school examinations: Modern languages".

3 Alternative Ordinary grade examinations in modern languages. Instructions to nominated teachers. 1978.

4 Guidance for teachers on the setting and marking of school examinations. Modern languages. 1971.

Table 62 Scottish Certificate of Education Ordinary grade: Spanish (Alternative)

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral sections, Section I oral reading, Section II questions in the foreign language, Section III oral composition[1]	Section IV listening comprehension[2]	Section V Reading comprehension	Section VI Written composition
Time	Oral section approx. 15 mins comprising: I 2 mins plus 2 mins preparation time II approximately 5 - 6 mins[2] III 3 mins plus 4 mins preparation time	30 mins (15 mins per passage)	1 hour	45 mins
Marks	I approx. 7% II approx. 13% III approx. 27%	approx. 13%	approx. 27%	approx. 13%
Description	I Reading aloud /I.1/. Candidates have two minutes to prepare the passage and two mintues to record their reading of the passage[3]. II Questions on a specified topic /I.2b/. Ten questions recorded on tape by native speakers based on a general topic drawn from the list of prescribed topics[4]. The topic is announced in English and the foreign language at the beginning of the test. There will be a short pause for candidates to consider the topic before the speakers begin to ask the questions. Each question will be asked twice followed by a pause of approximately ten seconds during which the candidates record their answers. Candidates should answer in a sentence and the verb terse should be appropriate to the question set[2,3]. III Narrative based on a series of pictures /I.2d/. Based on four to six pictures. Candidates have four minutes to prepare their composition and three minutes to record it. Brief notes may be made during the preparation time. Candidates may use any appropriate tense. The examination of each candidate is recorded on tape. The tapes are sent to the Board for marking[2].	Listening comprehension: questions in written English; answers in written English /II.1a/. Based on two passages, including one dialogue, recorded by native speakers. Each passage is dealt with separately. The passages are played twice with an interval of two minutes between the playings, during which candidates have an opportunity to study the questions set on that passage. Notes may be made at any time during the test. Answers need not be in complete sentences.	Written comprehension: questions written in English; answers written in English /III.2a/. Continuous passage of modern prose. The chief emphasis is on understanding the salient points in the passage.	Composition /IV.3/. Letter (100 - 130 words).

[1] Additional information and instructions published: See Sources 2 and 3 opposite

[2] See Source 3 opposite

[3] See Source 2 and Section B opposite

[4] List published: See Source 1 and Section B opposite

Table 63 Southern Universities Joint Board Spanish Syllabus 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No information provided)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No information provided)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(No information provided. Heads of each school may submit an estimate of the merits of the candidates in each subject they offer for the examination and such estimate shall be taken into account by the Board.) (Source 1)

(See mark allocations opposite)

D. SOURCES

All published by the Southern Universities Joint Board for School Examinations.

1 General Certificate of Education 1979. Regulations and syllabuses.

2 General Certificate of Education. Ordinary level. Spanish I A. Teacher's paper. June 1978. Instructions to teachers who are to read the Spanish story to their candidates 15/T.

3 General Certificate of Education. Ordinary level. Spanish I A and I B. Paper I A Aural reproduction. June 1978 15/I A and I B.

4 General Certificate of Education. Ordinary level. Spanish II. June 1978 15/2.

Table 63 Southern Universities Joint Board Ordinary level: Spanish Three written papers and an oral examination

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral examination, part ii reading aloud, conversation	*Paper I, part A aural reproduction	Paper II, part i translation from Spanish into English	Oral examination, part i dictation *Paper I, part B translation from English into Spanish Paper II, part ii free composition
Time	not indicated	40 mins plus reading time[1]	II total 2 hours	Oral examination not indicated IB 1¼ hours II total 2 hours
Marks	Oral examination total 30% Reading aloud 7½% Conversation 10%	27½%	20%[3]	Dictation 12½% IB 27½% IIii 22½%[3]
Description	Reading aloud /I.1/. General conversation /I.2/.	Listening comprehension: reproduction in foreign language with aid of story outline /II.3b/. Candidates have before them an outline of the story in Spanish which they retain during the test[2]. Story of 230 - 250 words in Spanish will be read by teacher to the candidates three times with a pause of five minutes between second and third readings. Candidates then have forty minutes to reproduce it in at least 150 words of Spanish. Each of the three readings must be at normal reading speed. Candidates must not take notes during the readings but may do so during the five minute interval[1]. *Paper I, part A is an alternative to part B. See IV WRITING.	Translation foreign language to English /III.1/.	Dictation /IV.4/. Translation English to foreign language /IV.1/. Involves contrasting styles, e.g. conversational and descriptive. Composition /IV.3/. About 150 words. Choice of four subjects. *Paper I, part B is an alternative to part A. See II AURAL.

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[1] See Source 2 opposite

[2] See Source 3 opposite

[3] Additional mark allocation information published: See Source 4 opposite

Table 64 Welsh Joint Education Committee Spanish Syllabus 'O' level

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

(No information provided.)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(With the exception of the oral examination, part a, no information provided.)

Oral examination, part a

(Committee has published) list of topics, together with examples of questions, that might be used in conversational exchanges between teachers (or examiners) and pupils. It is emphasised that the questions provided are given only as examples, to illustrate the suggested treatment of the topics listed. (Source 2) (Ten topics, eg La hora, fecha, etc, each with ten suggested questions.) (Source 2)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Mark allocations for each test except Paper Oc are indicated on the examination papers. With the exception of the following paper, no information provided. The following information is not specific but derived from the source indicated.)

Paper Ob, comprehension

In each answer the main verb (or verbs) must be in the tense employed in the question.... penalties will be incurred if spelling errors are made in the process of transferring essential words from the text. The wholesale copying of those portions of the passage that are believed to contain the necessary replies is highly unlikely to earn maximum marks. Candidates are required to be selective and to make use of only what is necessary to ensure complete answers. (Source 4) ...every answer must be factually correct and relevant if it is to score at all. After that any incorrect word means a deduction of one mark. (Source 7)

D. SOURCES

All the sources listed below are published by the Welsh Joint Education Committee

1 General Certificate of Education. Certificate of Secondary Education 1979. Regulations and syllabuses.

2 General Certificate of Education. Oral work in Spanish (Ordinary level).

3 General Certificate of Education. Spanish Oc. Aural comprehension (instructions) June 1978.

4 General Certificate of Education. Spanish Ob. June 1978.

5 General Certificate of Education. Spanish Oa. June 1978.

6 General Certificate of Education. Spanish dictation Od. June 1978.

7 General Certificate of Education. Examiner's report. Spanish Ordinary level 1978.

Table 64 Welsh Joint Education Committee Ordinary level: Spanish

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral examination, part a conversation test; part b oral composition test	Paper Oc, Aural comprehension test[2]	Paper Ob, part a translation into English of one unprepared prose passage; part b, written comprehension test[2]	Paper Oa, part a translation into the foreign language; part b either composition based on outline of a familiar subject (outline given) or composition based on a picture series or letter Paper Ob, part b written comprehension test[2] Paper Od, Dictation
Time	12 minutes	40 mins	Ob total 1½ hours	Oa 2 hours Ob total 1½ hours Od not indicated
Marks	Oral examination total 20%	Oc 12%[3]	Ob(a) 14%[5] Ob(b) 12%[5]	Oa(a) 16%[6] Oa(b) 20%[6] Ob(b) 12%[5] Od 6%
Description	a Conversation on prescribed topics /I.2b/. Based on list of ten conversation topics[1] with examples of questions which may be used to start a sustained conversation. b Narrative based on a series of pictures /I.2d/. Candidate is expected to tell a story of an incident(s) depicted in a picture series. He is given a short time to study pictures. Each school submits a list, arranged in order of merit, of all the candidates, showing school's assessment of the oral competence of each candidate. Examiners visit schools and select from each school's entry candidates to be examined. Where entry is small, examiner may test all the candidates. Elsewhere, sufficient candidates are selected for examination to enable examiners to provide, if necessary, for all the candidates revised assessments based on the school's original assessments and on their appraisal of the standard attained by candidates in relation to the general standard of oral performance in other schools.	Listening comprehension: questions written in foreign language; answers written in foreign language[4] /II.1b/. Whole passage is read aloud to candidates by teacher, then candidates have five mins to study questions and make notes. Passage is read again in three sections. After each section has been read, candidates have seven mins to answer questions set on that section and to scrutinize questions set on next section. Whole passage is read a third time with five mins for revision. Note taking is not permitted during readings.	Ob(a) Translation from foreign language to English /III.1/. One passage. Ob(b) Written comprehension: questions written in foreign language; answers written in foreign language /III.2b/. See IV WRITING	Oa(a) Translation English to foreign language /IV.1/. One passage. About 120 words. Oa(b) Composition /IV.3/. 180-200 words in past tenses where appropriate[7]. Either continuation of story outline, or letter, or story based on picture series. Ob(b) Written comprehension: questions written in foreign language; answers written in foreign language /IV.2/. See III READING. Od Dictation[8] /IV.4/. 80-100 words. A passage from an easy foreign text.

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1 List published: see Section B and Source 2 opposite

2 Paper Oc is taken in conjunction with Paper Ob

3 Mark allocations for each test printed on all other examination papers. No indication of allocation for Paper Oc. (Mark derived by deduction.)

4 See Source 3 opposite

5 Mark allocations printed on examination papers. See Source 4 opposite

6 Mark allocations printed on examination papers. See Source 5 opposite

7 See Source 5 opposite

8 Instructions published: see Source 6 opposite

Table 65 Associated Lancashire Schools Examining Board French Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

Candidates entered for this examination should be able to understand the language spoken by a native speaker talking on a subject within the pupil's experience; to read with reasonable fluency and good understanding a straightforward prose passage in the foreign language; to express himself with reasonable accuracy in speech and writing in the foreign language on subjects within his linguistic experience; have acquired some knowledge of the general background of the people who speak the language as their mother tongue....(Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information provided. The following information has been derived from the sources indicated.)

The vocabulary will be that required to deal with everyday situations and experiences in the country concerned. In French the basis will be the Premier Degré of Le Français Fondamental /distributed by Harrap/. (Source 1)

In French the past historic tense will be used in the written paper only and candidates will be expected to do no more than recognise it. (Source 1)

Oral examination, part a conversation I

(The five topics are: Basic small change; The pupil in society; The country whose language we learn; Travel, localities, holidays; Sports and recreations. Each of these has five sub-sections, e.g. Basic small change; telling the time, dates. Sports and recreation, a hobby of choice.) (Source 1)

Oral examination, part a conversation II

List 1 will contain simple questions such as time, number, weather, etc. List 2 will contain more difficult questions such as descriptions, reasoning, knowledge of tenses, etc. (Source 2)

Oral examination, part a conversation III

(Ten role-playing situations. Within each topic details are given of what is expected from the candidate, e.g. Finding one's way: reference to transport, distance, time, cost; conventional expressions for giving directions. Entertainments: enquiries and booking seats for theatre, bullfight or sporting events.) (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information on marking principles, criteria of assessment and scoring have been provided for the oral examination, part a only. For each test, the information runs to a few lines.) (Source 2)

(See mark allocations opposite.)

Oral examination, part a reading I

In each sentence a number of key sounds will be indicated and teachers are to award one point for each of these sounds correctly pronounced. If the sound is incorrect no marks are to be awarded. (Source 2)

Oral examination, part a reading II

... to be marked subjectively, five marks being available for intonation, interpretation, fluency and general impression. (Source 2)

Oral examination, part a conversation I, conversation II, conversation III

In the conversation section of the examination the teacher should look rather for:

a. ready comprehension of the question;
b. an appropriate and accurate response, delivered without undue hesitation;
c. fluency, accurate pronunciation and intonation.

For a combination of these, full marks should be given.
Faults for which half marks should be deducted are for example:

a. Gross grammatical or syntactical errors, such as a wrong word order in German or a wrong verb form in French;
b. the answer 'yes' or 'no' when a more explicit reply is obviously desirable;
c. imperfect understanding of the question leading up to a partially wrong answer.

(Source 2)

Oral examination, part a conversation I

(Ten marks based on general impression.) (Source 2)

Oral examination, part a conversation II

(For List 1 questions, one mark for each question on the scale nil, half, one. Two marks for each List 2 question on the scale nil, half, one, one and a half, two.) (Source 2) One reply of "I don't know" properly expressed in the language may be allowed to count for marks. Complete sentences should not be insisted upon but unnatural terseness should be penalised. (Source 2)

Oral test, part a reading and conversation

Teachers who opt for assessment over a period of time will be expected to provide sample material for their own tests covering the two parts of the reading test and the three parts of the conversation test. They are free to vary the type of material used and in particular in part III of Conversation /situations/ to adopt one or more of the suggestions included in the sample material which was circulated with Newsletter 18 rather than confining themselves to assessing ability by seeking questions from the candidates. (Source 1)

D. SOURCES

All published by the Associated Lancashire Schools Examining Board.

1 Certificate of Secondary Education. Examination Syllabus 1979. Modern languages.

2 Certificate of Secondary Education. Instructions for the Examination 1979. Modern languages. French, German, Spanish.

3 Certificate of Secondary Education. French/Listening comprehension. May 1978. Teacher's material. (Confidential).

4 Certificate of Secondary Education. French/Written. May 1978.

Table 65 Associated Lancashire Schools Examining Board CSE : French Two written papers and an oral examination

	I ORAL	II AURAL	III READING	IV WRITING	V BACKGROUND
Paper	EITHER by periodic teacher assessments culminating in a final mark to be submitted to the Board OR by a test administered at the end of the course using material supplied by the Board. Oral examination[1], part a reading and conversation (reading I, reading II, conversation I, conversation II, conversation III)[2]	Oral examination, part b listening comprehension, part I, part II	Written paper, part a comprehension I, part b comprehension II	Written paper, part c free composition	Written paper, part d background knowledge
Time	Reading I and reading II 5 mins plus 5 mins preparation time[2] Conversation I, conversation II, conversation III 15 mins plus preparation time for conversation III, (see below, conversation III should last about 3 mins[2])	about 45 mins	Written paper total 1¾ hours	Written paper total 1¾ hours	Written paper total 1¾ hours
Marks	Periodic assessment and formal tests: reading I approx. 3%[2] reading II approx. 3%[2] conversation I approx. 5%[2] conversation II approx. 8%[2] conversation III approx. 8%[2]	approx. 26%	a approx. 13% b approx. 11%	18% approx.	approx. 5%
Description	Reading aloud /I.1/. I Eight separate sentences in French. Candidates should be instructed to read each one slowly and deliberately and to pause a few moments between one sentence and the next[2]. II Continuous passage(s) to be read at normal speed[2]. Conversation tests: I Questions from a set list /I.2b/. Each candidate should be asked ten questions from a list of forty questions to include some from each of the four groups of topics[3]. At the examination the list is made up of ten questions from each of the topics I and II, and from each of two of topics III, IV and V. The teacher may ask his own questions if this would facilitate the conversation, although approximately the same subject matter should be maintained[2]. II Questions on a single picture /I.2c/. Board supplies a number of pictures, each accompanied by two lists of ten questions. List 1 contains simple questions, list 2 more difficult questions[4]. The teacher selects one picture randomly for each candidate and asks five questions from each list. Questions may be repeated if necessary. Where there is no comprehension, the teacher should proceed to the next question. Complete sentences should not be insisted upon[2]. III Role-playing /I.3/. Based upon the ten prescribed situations[3]. Candidate selects three situations randomly from ten role-playing cards. After a short period allowed for studying the situations he selects the one on which he wishes to be tested. He is allowed a further five minutes to study this final selection and to make notes. He is then required to ask questions of the teacher to obtain the information outlined in the card[2]. The assessment may be based at the school's discretion either on formal tests, see above, or on a series of tests held throughout the latter part of the course based on material provided by the teacher. In either case the test must be conducted by the teacher and will be moderated by the Board[2,5].	Listening comprehension: questions in written English; answers in written English /II.1a/. I Variety of questions calling for short answers recorded on tape. Test is played once only[6]. II Narrative passage (about 150 words) read by the teacher. Whole passage is read once at normal speed, then the question papers are distributed and the candidates are given three minutes[6] to study the questions. The passage is read again in sections. After each section has been read, candidates answer the questions on that section. The whole passage is read a third time with five minutes for revision.	a Written comprehension: foreign language passage: multiple-choice questions in foreign language /III.2c/. Questions of the objective type. b Written comprehension: questions written in English; answers written in English /III.2a/. Questions on passages. Candidates should give as much information as possible[7].	Composition /IV.3/ 100 - 130 words on one topic or about 60 words on each of two topics. Choice given: a picture/picture series; given topic; dialogue to be continued; outline in the language; letter to be answered. Tenses should be appropriate to the alternative chosen.	Questions requiring brief answers /V.1/. There will be a wide choice of topics.

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[1] Additional information published: See Source 2 opposite

[2] See Source 2 and Section B opposite

[3] List published: See Source 1 and Section B opposite

[4] See Section B opposite

[5] See Section C opposite

[6] See Source 3 opposite

[7] See Source 4 opposite

Table 66 East Anglian Examinations Board French Syllabus (North) CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

The candidate will be expected to be able to understand and communicate in the foreign language in realistic everyday situations. The examiners will assume the following skills have been developed:

a. the ability to understand the spoken language;
b. the ability to speak the language;
c. the ability to understand the written language;
d. the ability to write the language.

They will also assume that the candidate has been brought into contact with the country and its culture as an integral part of the examination course. In order to obtain a more accurate assessment, the candidate will be tested on each skill separately. With this object in mind, the examination has been designed so that wherever possible the candidate is not required to employ one skill in order that a second one be tested. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(Specific but brief information has been provided on vocabulary and use of tenses in Source 1 and Source 2.)

Vocabulary

The vocabulary employed in the examination will be that commonly associated with the (sixteen topics listed)...(Source 1) (Sixteen topics are listed, some with closely allied subjects, e.g. Animals, parts of the body and clothing.) (Source 1)
A small proportion of the vocabulary used in the examination may not necessarily be included in the...topics, but its meaning will be readily understood from the context. (Source 1)

It is impossible to give an exhaustive vocabulary without, by implication, excluding what is not listed therein. In general, the scope of the vocabulary expected of the examination candidate will be that which the pupil of average ability should have acquired during the course of study. (Source 2)

Use of verbs

The following (list is) not to be regarded as a restriction on the teacher but as a guide to what may be demanded of candidates in the examinations. (Source 1) Recognition and use of verbs in the forms and persons in current use. The following tenses to be recognised and used: present, imperfect, perfect, pluperfect, future with "aller", future simple, conditional. The pupil should be able to use the imperative and common impersonal expressions, inversion for questions and after quoted words. The pupil should be able to recognise the past historic. (Source 1)

Oral test, Item 2 role-playing situations

(Thirteen role-playing situations, e.g. Cinema, Lost Property Office. Certain topics may provide more than one situation.) (Source 1)

Oral test, Item 3 general questions

(Ten questions of a more general nature based on five of the sixteen topics listed under Vocabulary above.) (Source 1)
These questions...are intended for development or to provide scope for a short conversation which may well depart from the original topic. (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information is given in Source 2. In the case of written papers, details are given on how to achieve good marks and on the nature of the marking scheme. For the oral test information is also given in Source 1. In both Source 1 and Source 2 information does not run to more than a few lines for each test.)

(See mark allocations opposite.)

General

A positive system of marking will be used throughout the examinations in all three languages. (Source 2)

Paper 1, part A listening comprehension and part B reading comprehension

Marks will be awarded solely on the basis of the factual accuracy of the answers given. (Source 2)

Paper 1, part A listening comprehension

A full sentence is not required, provided that all the information asked for is given. (Source 2)

Paper 1, part B reading comprehension

A full sentence is not necessary provided that the information requested is given. (Source 1)

Paper II, Written production, part A, part B

In both parts of this paper, credit will be given for variety in vocabulary and structure. (Source 2) ...constant practice needs to be given to pupils in the writing of short, simple statements in which, spelling and agreements are checked in detail. (Source 3)

Paper II, part B composition

Candidates should be instructed to keep to the story-line and to make adequate reference to all the pictures in the set /in the past, candidates have frequently expended all their allowance of words on the first one or two frames and thereby deprived themselves of the means of telling the complete story./ (Source 2) Credit will be given for the correct layout of the letter appropriate to the foreign language. (Source 1)

The phrase "correct layout of the letter" means that the date, salutation and valediction are to be given in the manner appropriate to the language. The date must be written....It will not suffice to put, e.g. "22/2/79". Examples of acceptable forms of salutation and valediction are given....(Source 2)

Oral test, Item 1 questions on a picture

Where the candidate is unable to answer the question as given, it may be asked in a different form or a different approach may be used, but this will be reflected in the marks awarded.

The number of marks which may be awarded is shown at the end of each question. The total score is to be divided by four to reduce it to a mark out of 10%. (Source 2)
(Each of the ten questions is worth four marks.) (Source 2)

Oral test, Item 2 role-playing situations

(Two situations, each marked out of maximum 10 marks. Each of candidate's contributions to be awarded 0, 1, 2 or 3 marks). For each situation an additional mark (or ½ mark) may be awarded for overall fluency and use of common courtesies. (Source 4)

Oral test, Item 3 general questions

This part of the test lays emphasis on fluency. (Source 1)

D. SOURCES

All published by the East Anglian Examinations Board.

1 Section 9. Modern languages syllabuses 1979.
2 Section 9. Modern languages Mode 1 (North). Specimen paper 1979.
3 Chief examiners' reports 1978. Modern languages. Section 9. French N/9/-/F.
4 Modern languages Mode 1 (North) 1979. Administrative instructions and notes for guidance in the conduct of the oral tests. G.N.9(T) ORALS 1979.

Table 66 East Anglian Examinations Board CSE: French (North) Two written papers and an oral test

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral test[1], Item 1 picture, Item 2 role-playing situations, Item 3 general questions	Paper I, Comprehension, part A listening comprehension	Paper I, Comprehension, part B reading comprehension	Paper II, Written production, part A, part B
Time	Oral test total 20 mins plus 10 mins preparation time for Items 1 and 2[2]	45 mins	45 mins	1½ hours
Marks	1 10% 2 10% 3 10%	25%	20%	IIA 10% IIB 15%
Description	1 Conversation on a single picture /I.2c/. Candidate answers ten set questions on a single picture. Board supplies four pictures. The teacher should not prompt the candidate, but where the candidate is unable to answer the question as given, it may be asked in a different form or a different approach may be used[2,3]. 2 Role-playing /I.3/. Candidate is given two role-playing situations based on thirteen prescribed situations[4] selected randomly by the teacher from sixteen role-playing cards which should be used equally. Each card has instructions in English[2], giving the candidate the three questions he is to put to the teacher. The teacher introduces each role in turn with the appropriate introduction suggested in his script, then the candidate asks the three questions. The teacher should have previously prepared possible answers to the candidate's questions, although his script gives suggested replies, also indicating the type of natural responses in French expected from the candidate. These are not prescriptive[2,3]. 3 Conversation from a set list /I.2b/. The candidate answers two questions selected by the teacher randomly from a list of ten questions of a more general nature based on five of the sixteen prescribed topics[4]. Each topic has two questions. The candidate will be required to answer questions on two different topics. The questions are intended for development or to provide scope for a short conversation which may depart from the original topic[3]. Conducted and marked by a teacher.	Listening comprehension: questions in written English; answers in written English /II.1a/. Twenty short passages are read aloud to the candidates by the teacher each with a single question. Candidates have the questions in front of them before the examination begins. Each passage is read twice. Candidates must not write anything during the first reading which should be slightly slower than normal. When the candidates have been given sufficient time to write their answers, the passage is read a second time at normal speed followed by a short pause for candidates to revise their answers[4]. A full sentence is not required provided that all the information asked for is given[2,3].	Written comprehension: questions written in English; answers written in English /III.2a/. Candidates answer five questions in English on each of four passages which are longer than those for Listening comprehension. A full complete sentence is not necessary provided[3] all the information requested is given[3].	A Composition /IV.3/. Candidate is presented with four unrelated pictures and is required to write a description of each one in 25 - 30 words. The use of present tense is acceptable; other tenses may be used where more appropriate[3]. B Composition /IV.3/. Letter (120 - 150 words) to a pen-pal based on stimulus material provided by a picture series using past tenses. The candidate is required to indentify himself with the person in the story. Date, salutations and valediction are to be given in the manner appropriate to the language[3,5].

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[1] Additional information published: See Source 2 opposite

[2] See Source 2 opposite

[3] Specimen provided: See Source 2 opposite

[4] List published: See Source 1 and Section B opposite

[5] Examples of acceptable forms of salutations and valediction given: See Source 2 and Section C opposite

Table 67 East Anglian Examinations Board French Syllabus (South) CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

A pupil may reasonably be expected: 1. to understand the language when it is spoken; 2. to express himself orally in the language; 3. to understand the language when he reads* it; 4. to express himself in writing in the language; 5. to have acquired some knowledge of the general background of the people who speak the language as their mother tongue. [N.B. This will be examined as part of the Oral test.] *"reads" should not be taken to mean "reads aloud". (Source 1)
...the "language" shall be deemed to mean "everyday language applicable to situations within the candidate's experience". (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(The Board has provided specific information on both grammatical content and vocabulary in Source 1 which runs to approximately half a page. Additional information on vocabulary has been provided in Source 6, a basic word list.)

The grammar and vocabulary for CSE French shall be based on Le Français Fondamental, [Premier Degré] 2nd edition, 1959; with...alterations and additions....(Source 1) In specifying in such detail the grammatical content of its syllabus, the Board is seeking only to provide, for the teacher, guidance as to which grammatical points he can safely leave out in the confident knowledge that they will not occur in the Board's paper. "Le Français Fondamental" is to be regarded as the core of examination material, but additional credit will be given for more advanced knowledge. (Source 1) (Source 6, a basic French word list runs to approximately twenty one pages covering approximately 2500 items)...is intended to give guidance to teachers on basic vocabulary. It is not intended in any way to be restrictive in so far as teaching is concerned, but the Board will ensure that, in its Mode 1 and 2 [South] examinations in French, vocabulary outside this list is kept to a minimum. Numbers [cardinal and ordinal], days, months, seasons have not been included but will also be required. In some areas, notably school subjects, classroom objects, shops, food, animals, parts of the body, clothes and occupations, it will doubtless be necessary to supplement the very basic vocabulary included in the list. (Source 6)

Oral test, Item 1 situations

(Ten areas are listed, e.g. Travelling by car - at the garage, breakdowns, routes and directions.) (Source 1)

Oral test, Item 2 prepared questions

(Ten themes, each with three easy and four more difficult questions, e.g. myself.)(Source 1)

Oral test, Item 4 questions and conversation on a prepared topic

(Seven topics are listed, e.g. My plans for the future.) (Source 1)
Although these topics do not preclude the possibility of preparing a topic based on the foreign country, they have been chosen so that every candidate may, if he so prefers, discuss a subject within his personal experience. (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information has been provided, for the Oral test only, in Source 2. Information is given on each item, running to a paragraph or two per item. Other information is derived from the sources indicated.) (See mark allocations opposite.)

Oral test, Item 1 situations

A natural response, whether phrase or sentence, will gain full marks. Common courtesies, where appropriate, must be included for full marks. (Source 2)
[Mark, four, three, two, one or nil.] (Source 2)

Oral test, Item 2 prepared questions

The candidate will lose marks if repetition of any question is necessary through lack of comprehension. The candidate's first answer, including spontaneous correction, must be accepted and marks awarded accordingly, two marks being deducted if a finite verb is omitted or used incorrectly and one mark for other errors. (Source 2).
[Mark, four, three, two, one or nil.] (Source 2)

Oral test, Item 3 questions on prepared pictures

A question may be repeated as it is set, with a reduction of one mark. If a candidate answers the question wrongly when it is first put it should not be repeated, but simply marked as nil. The response to a question must contain a finite verb. Answers beginning [e.g.] "Parce que"...are acceptable where appropriate to the questions....two marks are to be deducted for grammatical errors, but the candidate who shows that he has comprehended the question may be given one mark even though his answer would have otherwise earned no marks. (Source 2)

Oral test, Item 4 questions and conversation on prepared topic

...there is scope for the more able candidates to use a variety of tenses and gain credit accordingly. Where a weaker candidate shows a more limited command of tenses the mark will reflect this. In the first part...ten questions should be put to the candidate and marked on impression out of a total of twenty. Fluency and pronunciation should be taken into account. Single word answers gain no marks....The idea of the second part is to test the candidate's ability to converse in the foreign language and not his retention of pre-learnt material. An examiner who ignores this principle is likely to prejudice his candidate's chances of earning good marks. This part is also marked on impression out of twenty. (Source 2) (There are six categories of grading for both parts.) (Source 2)

Paper I, question 1

...an answer giving incorrect information gains no marks at all....an answer that contains the correct information badly expressed scores a basic mark for comprehension amounting to one quarter or one third of the total for that question....marks are deducted from the maximum allocated to each question, for each grammatical or spelling mistake made, till the basic comprehension mark is reached. Full marks are awarded for the minimum required information correctly expressed. If additional irrelevant words are added, either in the form of interpolations or as clauses, such words...(are) not assessed, provided they do not contradict the main answer....Answers beginning with 'parce que' are accepted....Mistakes in verbs are generally more heavily penalised than others. (Source 7)

Paper I, question 2

The tense and form of...answers should suit those of the questions and no marks will be gained by simply copying out irrelevant portions of the text. (Source 5)...candidates should take full advantage of information supplied in the question itself....Candidates should also recognise words or phrases given that require minor adaptations before they can be used.... (Source 7)

Paper II, question 1 listening comprehension and question 2 reading comprehension

Though there is no insistence in Paper II on the production of complete sentences nor on correct spelling, since it is designed purely as a test of comprehension, the information still needs to be both accurate and complete. (Source 7)

General

The examiner must be satisfied with the candidate's performance in all sections of the examination. (Source 1)

D. SOURCES (All published by the East Anglian Examinations Board.)

1 Section 9. Modern languages syllabuses 1979.

2 Modern languages Mode 1 South. 1979. Administrative instructions and notes for guidance in the conduct of the oral tests. G.S.9(T) Orals 1979.

3 Modern languages Mode 1 (South). Specimen oral tests and notes for guidance 1978. Section 9.

4 Mode 1. South. French. Listening comprehension. S/9/-/F. French. (Paper II) Invigilator's copy. April 1978.

5 Mode 1 - South. French. (Paper I) S/9/-/F. April 1978.

6 Modern languages (South). Basic French word list.

7 Chief examiners' reports 1978. Modern languages. Section 9. French S/9/-/F.

Table 67 East Anglian Examinations Board CSE : French (South) Two written papers and an oral test

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral test[1], Item 1 situations, Item 2 prepared questions, Item 3 questions on prepared pictures, Item 4 questions and conversation on prepared topic	Paper II, question 1 listening comprehension	Paper I, question 1 Paper II, question 2 reading comprehension	Paper I, question 1, question 2
Time	Oral test total 10 - 20 mins plus preparation time for Item 1[2]	30 mins[6]	I total 1½ hours II 2 30 mins[6]	1½ hours
Marks	1 10% 2 10% 3 10% 4 10%	10%	I 1 15% II 2 10%	I 1 15% I 2 25%
Description	1 Role-playing /I.3/. Candidate is required to take part in two brief dialogues with the teacher based on the ten prescribed situations[3]. The two situations are selected randomly by the teacher from ten role-playing cards, each containing five instructions in English. Different combinations of cards are to be used for successive candidates. The teacher has a script with his own responses in French and candidate's instructions in English. If the candidate cannot find the necessary response to a section, the teacher may bridge the gap by an appropriate interpolation or instruct the candidate to proceed to the next part of the dialogue[2,4]. 2 Questions from a set list /I.2b/. Based on the list of seventy prescribed questions arranged into ten themes[3]. Each of the ten themes contains three easy questions and four more difficult ones. In the test the candidate will be asked one set of ten questions representing all ten themes, the various permutations indicated by the Board. Of these, six will come from the harder sections. Each set is chosen randomly by the teacher who may repeat a question but not re-phrase it[2,4]. 3 Questions on a single picture. /I.2c/. In the Spring term of the examination year the Board supplies each school with copies of four pictures to be taken into use immediately in the preparation of candidates for the examination. In the test the candidate is required to answer all ten of the questions set on the picture which is chosen randomly by the teacher. He is required to give his answer in a complete sentence using the tense appropriate to that of the question. The teacher must not prompt the candidate, but may repeat a question as set[2,4]. 4 Conversation on a prescribed topic /I.2b/. Suitable visual material may be used. Each candidate is required to choose one of the seven prescribed topics[3] and must be prepared to discuss it in the test without delivering a set speech or mere recitation of facts. After the ten questions the teacher should proceed to a more spontaneous conversation of similar length to the first arising from the topic. The teacher should phrase at least a couple of questions in such a way as to elicit a response in tenses other than the present, where this has not occurred in the first part[2,4,5]. Conducted and marked by the candidates teacher. A sample is recorded on tape and sent to the moderator for external moderation[2].	Listening comprehension: questions in written English; answers in written English /II.1a/. Whole passage is read to the candidates by the teacher, then the candidates are given time to read the questions set on that passage. The passage is read a second time in sections. After each section has been read, candidates answer the questions set on that section. When all the sections have been read, the whole passage is read again with five minutes for revision. Candidates must not write anything whilst the passage is being read[6].	I 1 Written comprehension: questions written in foreign language; answers written in foreign language /III.2b/. Questions are graded in difficulty involving a variety of tenses. The candidate is expected to answer in a sentence or clause. The tense and form of the candidate's answers should suit those of the question[7]. See IV WRITING. II 2 Written comprehension: questions written in English; answers written in English /III.2a/.	I 1 Written comprehension: questions written in foreign language; answers written in foreign language /IV.2/. Questions are graded in difficulty involving a variety of tenses. The candidate is expected to answer in a complete sentence or clause. The tense and form of the candidate's answers should suit those of the question[7]. See III READING. I 2 Composition /IV.3/. Candidates are required to write 100 - 120 words on one of the following compositions using a variety of tenses as appropriate. Each year only one topic from the following alternatives will be offered giving a choice of three subjects: Letter: EITHER a letter to be written by the candidate based on a given outline OR a reply by the candidate to a letter in the foreign language which will be given in full on the question paper. Story: based on a series of pictures, possibly with some guidance provided by the examiner. One of following: a. a story guided by a supplied summary in the language; b. the continutation of a given story; c. unassisted composition /choice of three titles/.
		6 See Source 4 opposite	7 See Source 5 opposite	

1 Additional information provided: See Source 2 opposite

2 See Source 2 opposite

3 List published: See Source 1 and Section B opposite

4 Specimen published: See Source 3 opposite

5 See Section B opposite

Table 68 East Midland Regional Examinations Board French Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

Candidates are expected to show an ability to communicate in spoken and written French in simple, commonplace situations and show some knowledge of France and the French people. The examination is designed to test their comprehension and active use of the language within these limitations. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information provided. Information is derived from the sources indicated:)

Vocabulary essential to the understanding of a passage or the writing of a composition will be based on "Le Français Fondamental, Premier Degré". A passive knowledge of the 'past historic' (passe simple) and of the conditional will be expected, but candidates will NOT be required to use these tenses. (Source 1)

Paper 2, part c background knowledge

...questions will be set on such topics as Geography; History; Industry; Agriculture; Paris; Travel [Ports, Stations, Routes]; the Arts; Sports and Pastimes; everyday life and cutsoms. (Source 1)

Oral Assessment

Each candidate's oral proficiency will be assessed by the school. The assessment should be based on the candidate's normal work in class. (Source 1) It is suggested that the Spoken French during the year preceding the examination should include some or all of the following:-

a. description of commonplace objects;
b. description of class activities;
c. conversation on personal data ;
d. reproduction of material, e.g. stories;
e. dramatic work;
f. topics, e.g. hobbies, visits, meals;
g. practical situation, e.g. shopping.

Moderation test

(The oral assessment) will be moderated by external moderators. (Source 1) The moderator will administer a special "test" to a sample of the candidates.... (Source 2)

(The questions for oral moderation in 1979 are published in a list divided into five sections: Section 1, simple "starters", six questions; Section 2, fairly easy questions on personal and family details, twenty one questions; Section 3, school, sixteen questions; Section 4, questions to test ability in understanding and using different tenses, twenty one questions; Section 5, open-ended questions to test the candidate's ability to get away from the simple question and answer formula and talk in a sustained manner, twenty questions.) (Source 3)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information on the criteria for awarding each of the five classes used in assessing reading and spoken French which apply to both the oral assessment and the moderation test is given. The information provided runs to approximately one page.) (Source 1)

(See mark allocations opposite.)

Oral Assessment

The teacher should assess the candidate's oral proficiency: This assessment should be based on the candidate's normal work in class and should be completed before the visit of the moderator. (Source 2)

A reliable order of merit of ALL candidates entered should be prepared. (Source 1)

Moderation test

The moderator will administer a special "test" to a sample of the candidates....The moderation "test" will be conducted in the presence of the teacher who has conducted any internal moderation in the school. (Source 2)

Both teacher and moderator will mark the test independently. (Source 2)

(It is emphasised that when marking the moderation test, the teacher should employ the same standards as he used in awarding the marks for the oral assessment. On the basis of the two sets of marks (his and the teacher's) the moderator will decide if any adjustment is necessary to the marks for the oral assessment.) (Source 2)

D. SOURCES

All published by the East Midland Regional Examinations Board. (Certificate of Secondary Education).

1 French 1979.

2 Mode 1 French 1979. Procedure for the assessment and moderation of oral marks.

3 1979. French. Questions for oral moderation.

4 French. Paper 1. Aural passage and instructions. 1979.

Table 68

East Midland Regional Examinations Board

CSE : French

Two written papers and an oral assessment

	I ORAL	II AURAL	III READING	IV WRITING	V BACKGROUND
Paper	Oral assessment[1] : by school, based on candidates normal work in class Moderation test[1] : for a sample of candidates	Paper 1, part a aural comprehension	Paper 2, part b written comprehension	Paper 1, part b guided composition, Paper 2, part a dictation, part b written comprehension	Paper 2, part c background knowledge
Time		30 mins	30 mins	1b 45 mins 2a 30 mins 2b 30 mins	30 mins
Marks	not indicated Mark allocations indicated below apply to BOTH the oral assessment and moderation test Reading 10% Spoken French[2,3] (conversation) 30%	10%	10%	1b 20% 2a 10% 2b 10%	10%
Description	Oral assessment and moderation test: Reading aloud[4] /I.1/. General conversation[2,3] /I.2/. Moderation test conducted by visiting moderator.	Listening comprehension: questions in written English; answers in written English /II.1a/. Passage is read aloud by teacher, then the papers are distributed. Passage is read a second time in three sections with a pause of one minute after each section has been read, during which candidates are permitted to take notes. Whole passage is read a third time after which candidates answer the questions which will cover twenty points in the narrative. Complete sentences are not always necessary. Candidates have a maximum of fifteen minutes for completing their answers[5].	Written comprehension: questions written in foreign language; answers written in foreign language /III.2b/. Continuous passage which may include a conversation and/or a letter. The questions cover twenty points arising from the passage and are so phrased as to indicate the number of points the candidate is required to give. Complete sentences are not compulsory. See IV WRITING.	1b Composition /IV.3/. Candidates should write about 130 words in the past tense based on a series of six pictures. They may write the story in the first or third person. 2a Dictation[6] /IV.4/. 2b Written comprehension: questions written in foreign language; answers written in foreign language /IV.2/. Continuous passage which may include a conversation and/or letter. The questions cover twenty points arising from the passage and are so phrased as to indicate the number of points the candidate is required to give. Complete sentences are not compulsory. See III READING.	Questions requiring brief answers /V.1/. Forty short questions of which candidates choose twenty[7].

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1 See Source 2 and Section C opposite

2 Information is provided on the elements to be included in spoken French during the year preceding the examination. See Source 1 and Section B opposite

3 A series of questions have been published for use in the moderation test: See Source 3 and Section B opposite

4 Reading passages are provided for use in the moderation test

5 See Source 4 opposite

6 Instructions published: See Source 1 opposite

7 See Source 1 and Section B opposite

Table 69 Metropolitan Regional Examination Board French Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

The syllabus is intended to allow considerable liberty to the teacher. Emphasis is laid on the basic patterns of the language and on words and constructions which are in common use. Great importance is attached to the language as a living means of communication and in particular to the spoken language....(Source 1)

Oral examination, part a reading

The purpose of the reading passage will be to judge intonation and pronunciation only. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(Specific information is provided in Source 1 which runs to approximately half a page on vocabulary and grammatical content.)

Vocabulary

Candidates will be expected to know only common words associated with the following topics or topics allied to these: the family, the street, people /age, profession, relationships/, travel, the human body, clothes, routine of daily life, meals, work, pastimes, shopping, weather, countryside, seasons, months, days, the time, numbers, dates. (Source 1)

Grammatical content

(List of grammatical items in conventional terms is provided.) (Source 1)

Oral examination, part bii set questions

All the tenses mentioned in the syllabus for active use may be included in these questions. (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information on the marking scheme, grades and scoring has been provided, for the oral examination only, in Source 2.)
(See mark allocations opposite.)

Oral examination, part a reading

(Five categories of grading with criteria for assessment shown for each.) (Source 2)

Oral examination, part bi picture questions

(Twenty marks are available to be awarded on impression. Two marks are available for each of the ten questions.) (Source 2)

Two marks : for a full correct answer. One and a half marks : for an answer which contains a minor error, e.g. a gender. One mark : for an answer which contains a major error, e.g. in a verb, or two minor errors or a correct answer in the form of a phrase. Half a mark : whatever the quality of the language, if the answer shows that the question has been understood; and for a one word answer. No marks: if no answer given, or answer shows that question has not been understood. (Source 2)

In each case full marks should be given only for an answer in the form of a complete correct sentence or sentences. (Source 2)

Oral examination, part bii set questions

(Thirty marks are available for each of the ten questions.) (Source 2)

Three marks : for a full, correct answer : (Deduction of) half a mark for each minor error. (Deduction of) one mark for an error in the verb. One and a half marks : for a correct answer in the form of a phrase which shows that the question has been understood. One mark : whatever the quality of the language, if the answer shows that the question has been understood; and for a one word answer. (Source 2)

In each case full marks should be given only for an answer in the form of a complete correct sentence or sentences. (Source 2)

D. SOURCES

All published by the Metropolitan Regional Examinations Board.

1 Section 10. Syllabuses for modern languages (French, German, Spanish) 1979.

2 1979 Instructions for the conduct of the examination. Mode 1. French (CSE) German (CSE) Spanish (CSE) French (CEE).

3 French. Paper 1. Listening comprehension (Teacher's paper). June 1978.

4 French. Paper 2. Dictation (Teacher's paper). June 1978.

Table 69 Metropolitan Regional Examination Board CSE : French Four written papers and an oral examination

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral examination[1], part a reading, part bi picture questions, part bii set questions	Paper 1, Listening comprehension	Paper 3, Reading comprehension	Paper 2, Dictation Paper 4, Free composition
Time	10 - 12 mins plus 10 mins preparation time for part a and part bi[1]	30 mins	30 mins	2 30 mins 4 45 mins
Marks	a 5% bi 10% bii 15%	20%	20%	2 10% 4 20%
Description	a Reading aloud /I.1/. Only one prose passage is provided which may contain direct speech. bi Questions on a series of pictures / single picture /I.2c/. Based on one of three single pictures or one of three groups of pictures in any one year which is selected by the candidate randomly from the three provided. Ten questions are set on the picture. If no answer is given after a reasonable time the question may be repeated once but not rephrased[1]. bii Questions from a set list /I.2b/. One group of ten questions is selected randomly[1] by the teacher from the list provided. The questions may include all the tenses mentioned in the syllabus for active use. If no answer is given after a reasonable time the questions may be repeated once but not rephrased[1]. The Oral examination is conducted, marked and recorded by a teacher in the candidate's own school. Recordings of the whole examination of each candidate are sent to the Board's assessor for moderation. He will assess the work of not less than 30% of the candidates, and if necessary, will adjust the marks awarded by the teacher.	Listening comprehension: questions in written English; answers in written English /II.1a/. A passage is read aloud to the candidates three times by the teacher. Each of the three readings should be at a moderate speed[2]. The whole passage is read aloud once, then papers are distributed and the candidates are allowed three minutes to study the questions. The passage is read a second time in two sections. During this reading, there are two intervals of seven minutes each. During each interval candidates answer the questions set on the section which has just been read. The whole passage is read a third time with three minutes for final revision. Candidates must not write anything whilst the passage is being read[2].	Written comprehension: foreign language passage: multiple-choice questions in foreign language /III.2c/. Twenty multiple-choice items[1]. a stem followed by a choice of five possible answers. Some items will relate to an isolated statement and some will refer to a passage or passages of continuous prose in French.	Dictation[3] /IV.4/. Composition /IV.3/. 110 - 130 words. Choice of subjects.

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[1] See Source 2 opposite

[2] See Source 3 opposite

[3] Instructions published: See Source 4 opposite

Table 70 Middlesex Regional Examining Board French Syllabus (125)

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

...the practical use of the language, with emphasis on the spoken word, which will enable candidates to feel that they have achieved some appreciation of the language and the way of life of the country they have been studying. Basically the examination will encourage candidates to show what they know rather than emphasise their deficiencies.
The examination will call for: a. adequate comprehension of everyday topics which can form the basis of oral, written and aural tests; b. the ability to pronounce clearly, read intelligently and produce simple replies in conversation on a selection of the given topics; c. a background knowledge of the French way of life. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(Specific information is provided in Source 1 which gives a list of grammatical items in conventional terms. No detailed information nor any examples are provided. A list of topics is also given) as a guide to the practical, everyday vocabulary required for the examination. (Source 1) (Twelve major topic areas, some with closely allied subject areas, e.g. dates, seasons, festivals, birthdays; clothes, colours, are listed.)

(Other information is derived from the sources indicated.)

Oral test, part ii simple questions

(Only the present tense or the future with 'aller' need be used. Eleven examples are given, each with an alternative.) (Source 2)

Oral test, part iii use of tenses

(Candidate's ability to use the other three main tenses, see part ii above, is tested in this section. In the perfect tense, reflexive, avoir and être verbs are to be covered, the imperfect and future tenses are also tested. A list of ten questions is given, as examples) (Source 2)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information on marking principles, advice to candidates and on scoring for the oral test only is provided in a typed manuscript, which runs to six and a half pages in Source 2. Other information is derived from the sources indicated.)

(See mark allocations opposite.)

Oral test, part i prepared reading

(Ten points. Marked on impression. All aspects of spoken French are taken into account, including fluency, accent and intonation.) (Source 2)

Oral test, part ii simple questions

(Twenty points. Two points for each question, using half points.) (Source 2) For two points, a candidate must have understood the question and given the correct information in correct French. A complete sentence is not necessary if a phrase does the job naturally and adequately. (Source 2)

(Half a point deducted) for minor errors of French in proportion to the amount of information given in the answer and according to their gravity. (Source 2)

(Three examples are given of answers to a question and how the scoring is effected.) (Source 2)

A candidate should receive zero, only if he or she has obviously failed to understand the question. (An example of zero scoring is given.) (Source 2)

(The question may be repeated once without penalty; if there is still no response zero is awarded, and the examiner proceeds to the next question.) (Source 2)

Oral test, part iii use of tenses

(Ten points for the perfect.) A candidate who cannot cope with reflexive verbs cannot receive more than seven points; nor can one who cannot manage être verbs; one who cannot cope with avoir verbs cannot receive more than six points. (Source 2)

(Five points for the imperfect tense and five for the future.) (Source 2)

Oral test, part iv pictures or situations

(20 points) (Source 2)

(Marked according to the amount of information the candidate volunteers, how questions are coped with and the standard of French.) (Source 2)

The School assessment

...based on all the work which the candidates have done during the course, both written and oral. In determining school grades, teachers are advised to bear in mind the relative weighting given to written and oral work in the examination on which the regional assessment will be based. As the background knowledge of the French way of life is not explicitly tested in the examination for the regional assessment, it is suggested that teachers may wish to allocate up to ten per cent of the marks for this in arriving at the school assessment of each candidate. (Source 1)

The Regional assessment

In each subject the Board will also assess candidates on the basis of their performance in the formal examination. (Source 1)

The final grade

In each subject, candidates will be given a final grade, which will be determined by combining the school grade and the regional grade, both having an equal weighting but the school grade being subject to statistical moderation by the Board. (Source 1)

D. SOURCES

All published by the Middlesex Regional Examining Board

1 Constitution, regulations and Mode I syllabuses 1979 and 1980. Published 1977.

2 French. Oral test. 125/3. Mode 1. 1979. Marking scheme.

3 French Paper 2. Aural test and dictation (125/2a). (Teacher's copy). June 1978.

4 French. Chief examiner's report 1978.

Table 70 Middlesex Regional Examinations Board CSE : French Two written papers and an oral test

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral test[1], part i prepared reading, part ii simple questions, part iii use of tenses, part iv pictures or situations	Paper 2, part ii aural	Paper 1a, Comprehension Paper 1b, part i comprehension	Paper 1b, part ii free composition Paper 2, part i dictation
Time	i 2 mins[2] ii 4 mins[2] iii 6 mins (perfect 3, future 1½, imperfect 1½)[2] iv 4 mins[2]	2 total 1 hour	1a ¾ hour 1b total 1½ hours	1b total 1½ hours 2 total 1 hour
Marks	i 5% ii 10% iii 10% iv 10%	10%	1a 20% 1bi 10%	1bii 20% 2i 5%
Description	i Reading aloud /I.1/. Board issues four passages in advance from which the examining teacher chooses one. Candidate reads passage which he has prepared in advance. ii Questions on prescribed topics /I.2b/. Ten simple question, based on list of twelve major topics[3,4]. Questions testing candidate's knowledge of France or any other subject must not be asked. The question may be repeated once without penalty. A variety of grammatical points should be brought in but each topic or grammatical point used once only. Complete sentences are not always necessary, if a phrase does the job naturally and adequately[1]. iii General conversation /I.2/. Use of tenses is the main objective but it is hoped a conversation may develop[1,4]. iv EITHER Conversation on a single picture /I.2c/. Examining teacher selects a picture from those provided. Candidate should describe picture as far as possible, but examiner should ask questions. The candidate should be able to talk about it rather than repeat a monologue learnt by heart[1,5]. OR Role-playing /I.3/. A range of everyday situations or tasks selected by the examiner from those provided, presented in verbal form in which the candidate will ask the questions. The examiner should aim not only at supplying information but also at drawing the candidate into speaking. Where possible he should ask the candidate to clarify a request[1,5,6]. Conducted and marked by an examining teacher nominated by the school and recorded on tape, or by an external examiner.	Listening comprehension. questions in written English; answers in written English /II.1a/. Read by candidates' own teacher. Candidates may not write while passage is read. Whole passage is read once at normal speed, then candidates have three minutes to read questions and to make notes. Passage is read a second time in sections with a pause of thirty seconds after each one has been read. During these pauses candidates may make notes. Passage is read again at normal speed, then candidates write their answers.	1a Written comprehension: foreign language passage: multiple-choice questions in foreign language /III.2c/. 1bi Written comprehension: questions written in English; answers written in English /III.2a/. Questions of varying difficulty.	1bii Composition /IV.3/. Simple letter (about 80 words) from a given stimulus involving an everyday situation AND Choice from four subjects (about 100 words) one of which is based on series of pictures. Candidate is required to use the past tense in one of the compositions. 2i Dictation[8] /IV.4/.

1 See Source 2 opposite

2 See Source 2 opposite

3 List of topics published: See Source 1 and Section B opposite

4 Specimen questions provided: See Source 2 and Section B opposite

5 Materials are supplied by Board in advance for candidates to prepare

6 Amplification with examples given. See Source 3 opposite

7 See Source 3 opposite

8 Instructions provided: See Source 3 opposite

Table 71 North Regional Examinations Board French Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

The purpose of the examination is to test the candidate's ability to understand the written and, above all, the spoken word and to test his ability to express himself fluently both in speech and writing. (Source 1)

Paper 1, section C reading comprehension and manipulation

The ability to write accurately in the language will be as important as the ability to understand the passage and the questions set. (Source 1)

Paper 2, section B listening comprehension

This will be a test of understanding, and there will be no undue reliance upon memory. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(The Board has provided specific information on vocabulary and structures in Source 1. Other information is derived from the source indicated.

Vocabulary: the...list contains a number of topic areas in connection with which pupils could be expected to recognise and use the foreign language. The list is intended to be helpful to teachers, but it is not exhaustive. (Source 1) (Nineteen major topic areas are listed, some with closely allied subject areas, e.g. sport, town, village and amenities.) (Source 1)

Structures: A list of structures is given for each language....(Source 1) The...list is not exhaustive, but has been prepared as a general guide to teachers preparing candidates for the examination. (Source 1) (The list is in conventional terms and runs to approximately one and a half pages.) (Source 1)

Paper 1, section B letter

...(candidates) may be required to use both the past and future tenses as well as the present. (Source 1)
...the value of the exercise is to acquire a fairly standard formula with a set of ready-made conventional phrases....(Source 5)

Oral examination, section B conversation

...everyday topics such as those suggested in the syllabus. (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(No specific information has been provided. The following information has been derived from the sources indicated. Sources 6 and 7 have been used here as they contain relevant information.)

(See mark allocations opposite.)

General

In each language two written papers and a test of Reading and Conversation must be taken. No candidate will be assessed as grade 4 or above unless he satisfies the examiners in all elements taken together. (Source 1)

Paper 1

...there are three distinct types of writing being tested ["free" narrative, conventional letter writing, use of obligatory structures in answer to questions], the paper providing a very accurate profile of the candidate in respect of this most difficult of skills.... (Source 5)

Paper 1, Section A free composition

It will be possible for a candidate making effective use of the present as the narrative tense to achieve the highest grades, but extra credit will be given for intelligent use of other tenses. (Source 1)

Paper 1, section B letter

Candidates will be expected to write relevantly....(Source 1)

...the value of the exercise is to acquire a fairly standard formula with a set of ready-made conventional phrases...candidates must be severely warned against wholesale and indiscriminate use of such material and against ill-considered borrowing of material from the given letter. Such material may be used only if it is properly and correctly introduced into the candidate's own reply....(Source 5)

Paper 1, section C comprehension and manipulation

...this exercise is a severe test for many candidates and requires their training in special and complex techniques....the passage itself has to be mastered with close attention to the structures and meaning in key sections, then the candidate has to understand the questions and make them link with the relevant sections, finally he has to compose answers containing all relevant material to get his marks for information and make all necessary changes in verb tense, person and agreements. As a general principle the candidate should always use the tense of the question in his answer....(Source 5)

Candidates must realize that the passage and questions are deliberately planned to make verbatim copying impossible and that the words given need to be manipulated to make a sensible answer. (Source 6)

The ability to write accurately in the language will be as important as the ability to understand the passage and the questions set. (Source 1)

Paper 2, section A reading comprehension

Candidates will be expected to show their understanding as fully as the questions require. (Source 1) Marks (are) lost...as a result of giving incomplete answers. (Source 7) It must be stressed again that close attention to detail pays dividends. (Source 5)

Paper 2, section B listening comprehension

...marks (are) lost for incomplete answers....(Source 7)

Oral examination, section A reading and section B conversation

In view of the weighting given to the oral test, thorough practice is essential, especially from the early years of the course when sound patterns can be established permanently. (Source 5)

Oral examination, section A reading

In assessing the standard, the examiner will consider the candidate's pronunciation, intonation and phrasing. (Source 1)

Oral examination, section B conversation

In assessing the standard, the examiner will take account of the candidate's comprehension of the examiner, vocabulary and range of ideas and grammatical accuracy. (Source 1)

D. SOURCES All published by North Regional Examinations Board.

1 CSE. Modern languages. Syllabus for the 1979 exam. North Regional Exam. Board, 1977.
2 CSE. 1979 examination. Handbook for Modes 1 and 2. September, 1978.
3 CSE. 1978 examination. French Listening comprehension passage. Teacher's and invigilator's copy.
4 CSE. 1978 examination. Paper 2, section A reading comprehension.
5 1978 CSE Examination. Chief examiner's report. French.
6 1978 CSE Examination. Chief examiner's report. German.
7 1978 CSE Examination. Chief examiner's report. Spanish.

Table 71	North Regional Examinations Board	CSE : French	Two written papers and an oral examination	
	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral examination, section A reading, section B conversation	Paper 2, section B listening comprehension	Paper 1, section C reading comprehension and manipulation Paper 2, section A reading comprehension	Paper 1, section A free composition, section B letter, section C reading comprehension and manipulation
Time	A 5 mins preparation time B 5 mins	40 mins[1]	1 total 1¾ hours 2A 45 mins[1]	1 total 1¾ hours
Marks	A 10% B 20%	25%	1C 10% 2A 15%	1A 10% 1B 10% 1C 10%
Description	Reading aloud /I.1/. One prose passage[1]. General conversation /I.2/. Conversation on everyday topics such as those suggested in the syllabus[2]. Conducted and marked by an examiner appointed by the Board. When the candidate's own teacher, or a teacher from the candidate's school has been appointed by the Board to act as its examiner following attendance at co-ordination meetings throughout the year, he will assess the candidate's work. Where there is no school-based examiner, candidates' work will be assessed by a visiting examiner.	Listening comprehension: questions in written English; answers in written English /II.1a/. Prose passage (200 - 250 words). Whole passage is read aloud once, then candidates have five minutes to read the questions. Passage is read again in three sections. After each section candidates have two minutes in which they may make notes. Whole passage is read a second time after which candidates have fifteen minutes to write their answers. Candidates must not write anything whilst the passage is being read. Each reading of the complete passage should take approximately three and a quarter minutes[3].	1C Written comprehension: questions written in foreign language; answers written in foreign language /III.2b/. Prose passage. Answers must be in form of complete sentences, using tenses appropriate to the questions. See IV WRITING. 2A Written comprehension: questions written in English; answers written in English /III.2a/. One or two prose passages. Candidates will be expected to show their understanding as fully as the questions require[4].	1A Composition /IV.3/. About 120 words involving story based on a series of pictures. No direct instruction regarding tenses to be used will appear on the paper. 1B Composition /IV.3/. One informal letter (about 90 words) from choice of two: EITHER in response to short instructions given in English OR in response to a longer item in French. The precise nature of the circumstances necessitating the letter will always be fully explained. 1C Written comprehension: questions written in foreign language; answers written in foreign language /IV.2/. Prose passage. Answers must be in form of complete sentences, using tenses appropriate to the questions. See III READING.

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[1] See Source 2 opposite

[2] List published: See Source 1 and Section B opposite

[3] See Source 3 opposite

[4] See Source 4 opposite

Table 72 North West Regional Examinations Board French Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

...to test the candidate's ability:

a. to understand French when spoken by a native speaker at a reasonable speed;
b. to reply in speech in French to straightforward questions;
c. to read aloud a straightforward prose passage in French;
d. to understand simple written French;
e. to express themselves in French in speech and in writing;
f. to show some knowledge of the general background of the French people [i.e. geography, history and general life].

(Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information has been provided, but the following information has been derived from the sources indicated.)

All material chosen for the examination will be based upon topics that might reasonably be expected to lie within the candidate's experience. (Source 1) The grammar and vocabulary will be that contained in Le Français Fondamental, premier degré, with... modifications....(Source 1)

Paper 2, part b background knowledge of France

(Nine topics are listed as forming the basis of the examination, e.g. Outline of French topography [main towns, rivers, mountains, etc.]; The metric system.) (Source 1)

Oral test, part biii general conversation

The conversation should be about the candidate's life, experience and interests. Suggested topics for conversation are school, hobbies, holidays, the home, career, activities of a normal day, Saturday afternoon. (Source 2)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information on marking principles, criteria for assessment and scoring has been provided, for the oral test only, in Source 2. In each case, the information provided runs to a few short paragraphs. Information on other papers is derived from the sources indicated.)

(See mark allocations opposite.)

Oral test, part a reading aloud

...the teacher should award marks by general impression. The full range of marks should be used as far as possible. Marks must be awarded under the following four headings, with a maximum of five marks for each :

1. intonation and flow, especially clear cases of liaison;
2. quality of vowels and consonants;
3. clarity and correct placing of emphasis; a "dramatic" reading would be favourably assessed;
4. correctness of reading, with a deduction of quarter of a mark for each word misread.

(Source 2)

Oral test, part bi questions based on a picture

Each answer, whether a word, phrase or a sentence, must be marked out of a maximum of two marks. If the candidate has not understood the question and the facts of the answer are wrong, the teacher must give zero marks for that answer. If the facts of the answer are correct, the teacher should deduct half a mark for each grammatical error.

If the candidate makes no response in the first instance, the teacher must repeat the question but it must not be varied in form. If the question is repeated, the maximum mark for the questions must be reduced to one mark and half a mark should also be deducted for each grammatical error. (Source 2)

Oral test, part biii general conversation

...the candidate is expected to show a degree of quickness of response in conversation.... the teacher should award a mark by general impression from a maximum of ten marks. The full range of marks should be used as far as possible. In arriving at the mark the teacher should bear in mind the fluency and ease of response with which the candidate has answered the questions....the main consideration... must be the extent to which each candidate has demonstrated the ability to carry on a simple conversation in French. (Source 2)

Paper 3, listening comprehension test

As with Paper 2 it is necessary for candidates to have a good vocabulary if they are to do well. (Source 6)

Paper 1, written composition, section C

...answer may be in the present tense, but higher marks will be gained for the correct use of the suitable tenses. (Source 5)

D. SOURCES

All published by the North West Regional Examinations Board.

1 Certificate of Secondary Education. Syllabuses for the 1979 examinations. Section 5. Modern languages. French, German, Spanish.

2 Certificate of Secondary Education. French. Instructions for the 1978 examination. 25/204. (Confidential).

3 Certificate of Secondary Education French - Oral test. 25/209. Instructions to examiner. May 1978.

4 Certificate of Secondary Education. French - Paper 2. 25/014. May 1978.

5 Certificate of Secondary Education. French - Paper 1. 25/013. May 1978.

6 Certificate of Secondary Education. Reports on the 1978 examinations. French.

Table 72 North West Regional Examinations Board CSE : French Three written papers and an oral test

	I ORAL	II AURAL	III READING	IV WRITING	V BACKGROUND
Paper	Oral test[1], part a reading aloud, part bi questions based on a picture, part bii general questions, part biii general conversation	Paper 3, Listening comprehension test	Paper 2, part a written comprehension test	Paper 1, Written comprehension, section A, section B, section C	Paper 2, part b background knowledge of France
Time	Oral test total 10 - 12 mins (see below)	1 hour	2 total 1 hour	1½ hours	2 total 1 hour
Marks	a 10% bi 5% bii 10% biii 5%	25%	15%	25%	5%
Description	a Reading aloud /I.1/. Passage (about 10 - 12 lines) which may include a little dialogue, with three minutes preparation time. Two reading passages are provided, either or both of which may be used at the discretion of the teacher. bi Questions on a single picture /I.2c/. Five prescribed questions on a single picture which the candidate studies for one minute before the start of this section of the test. Four pictures are provided which may be used in any order at the discretion of the teacher. Questions must read as printed. If the candidate makes no response in the first instance, the teacher must repeat the question as printed[2,3]. bii Questions from a set list /I.2b/. One question from each of ten groups of set questions covering a wide range of interrogative form and tense selected by the teacher. The grouping ensures that the questions for each candidate are spread over a range of difficulty. Questions must be read as printed. If the candidate makes no response in the first instance, the teacher must repeat the question as printed[2]. biii General conversation /I.2/. About three minutes. The teacher engages the candidate in informal general conversation[4], stimulating the flow of conversation by the use of suitable questions. Conducted and assessed by the candidate's teacher. A recording is made of the whole examination. Marks and recordings are sent to the moderator.	Listening comprehension: questions in written English; answers in written English /II.1a/. Two passages, one narrative and one conversational, recorded on tape and read by native speakers. Each test passage is preceded by a short passage of French, read by same speakers to accustom the candidates to hearing their voices. Candidates are provided with a copy of the text of these preparatory passages. Each test passage is read once without pauses, without candidates seeing the questions. Then candidates are given ample time to read the questions set on the whole passage. After this, the passage is read again in sections. Each section is read twice with a brief pause between the two readings. At the end of each section candidates answer questions set on that section. The complete passage is read a third time without pauses followed by time for final revision. Candidates must not write anything except during the writing periods[2].	Written comprehension: questions written in English; answers written in English /III.2a/. Two passages. Answers should be as full as possible and include all relevant details[5].	1A Picture test: written questions in foreign language; written answers in foreign language /IV.5/. Series of single pictures, each with related questions, graded in difficulty. Candidates are required to answer each question in one complete sentence, giving one single fact and using tense of question[6]. 1B Composition /IV.3/. Letter (65 - 75 words). Choice of subjects. One may be a printed letter in French calling for a reply from the candidate. 1C Composition /IV.3/. 85 - 95 words. EITHER composition on a given subject OR story based on a picture/picture series.	Questions requiring brief answers /V.1/. The nine prescribed topics[7] form the basis of this test. Candidates are required to answer, as briefly as possible, questions on a selection of the set topics, including a map question.

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1 Additional information provided: See Source 2 opposite

2 See Source 2 opposite

3 Specimen answers provided: See Source 3 opposite

4 See Section B opposite

5 See Source 4 opposite

6 See Source 5 opposite

7 List published: See Source 1 and Section B oppesite

Table 73 Northern Ireland CSE Board French Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

...to test candidate's ability to: i. understand simple French, spoken at a moderate speed, dealing with everyday topics; ii. respond to questions on everyday topics with reasonable fluency; iii. read aloud with reasonable accuracy a short straightforward passage in French; iv. read and understand the written language; v. write with reasonable accuracy the same simple and everyday language that the candidate is expected to understand; vi. show a basic knowledge of French culture and way of life. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information provided. Information is derived from the sources indicated.) Candidates in the written parts of the examination will not be expected to use tenses other than the present, the perfect, the imperfect and the future with aller. They may be required to recognise the past historic, the future and the conditional tenses in aural and written comprehension passages. (Source 1)

(The Board has provided a typed list of thirty-nine titles running to two pages divided into two parts. The first, entitled Course Books, contains sixteen titles which can be used for teaching grammar, comprehension etc. The second, entitled Background Books, contains twenty-three titles.) (Source 5)

Oral tests, conversation, part b general conversation
(Ten topics, each with closely allied subject areas, are listed as suggested topics for conversation, e.g. Shops and shopping; Food - dining out, hotel, cooking when camping.) (Source 1)

Project
...based on the candidate's study in depth of one aspect of the French way of life, of French institutions, sport, pastimes, industry, etc. and preferably should include diagrams, photographs, sketches and other illustrative material where applicable. (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information has been provided for each of the papers in the form of a typescript for each one.)

Paper I, Aural comprehension I, Aural comprehension II written comprehension
(Source 7 runs to approximately three and a half pages. The following applies to all three sections:)
The following criteria of quality should be borne in mind by teachers at Local Area Moderation and may also be found helpful by markers when deciding on the identification of their last-in-grade candidates in Grades 4 and 1. A. COMPREHENSION: of the language in a simple and passive form; B. COMMUNICATION: in a simple and not necessarily accurate form; C. CONTROL: an appropriate standard of accuracy and vocabulary, and some command of idiom. (Source 7)

Paper I, Aural comprehension I
(Information runs to approximately half a page. One mark is awarded for each correct answer. The correct answers are given.) (Source 7)

Paper I, Aural comprehension II
(Information runs to approximately half a page. The information required to answer each question is shown. Marks are awarded as indicated for each item up to the maximum shown in the margin. The maximum mark for each question varies according to the question. There are no penalties for spelling or English expression, provided that there is evidence of criterion A.) (Source 7)

Paper I, Written comprehension
(Information runs to one page. Details as for Aural comprehension II, above.) (Source 7)

Paper II, Composition
(Information runs to one and a half pages. Details are given of the method of marking, for which there are two separate readings of each composition. In the first, all the mistakes are indicated and a mark is awarded on impression to each composition according to one of six categories. Details are given of the criteria of assessment for each one. In the second, marks are awarded for the following five headings: mechanical accuracy - 15;

vocabulary - 5; idiom and tenses - 7; relevance and shape - 7. The full range of marks should be used. Each heading is defined and the criteria of assessment are given.) (Source 8)

Paper II, Background knowledge, map questions and general background knowledge
(Information runs to one page. The correct answers are shown with the maximum number of marks for each one. (Source 8)

Paper II, Background knowledge, English essay
(Information runs to approximately half a page. There are six categories of grading. The criteria of assessment are given for each one.) (Source 8)

Project (Alternative to Coursework assessment)
(Information runs to one and a half pages. Assessed initially out of a total of forty marks, of which five are for overall presentation; five for originality; fifteen for quality and relevance of the candidate's French; ten for research and content; five for illustrations, maps and photographs etc. The full range of marks should be used for each heading. A definition and the criteria of assessment are given for each one.) (Source 6)

Coursework assessment
(Accounts for 20% of the examination with five categories of grading.) (Source 9). (Based on all work done over the period of the course, half the marks being given for oral work and half for written work. A sample of written coursework must be submitted to include one example of continuous writing in French, one comprehension test with passages and answers provided and one piece of work on background material chosen from the candidates' best work.) (Source 1)

Oral test, reading
(Information runs to approximately half a page with six categories of grading.) (Source 2) Reasonable fluency and correct intonation are the most vital elements to look for. The reading should be comprehensible....(Source 2)

Oral test, conversation, part a questions on pictures
(Information runs to approximately half a page.)...a maximum of one mark for each question answered correctly. Half marks may be awarded to candidates giving a partially correct answer. Should a candidate make no response whatever to the set question,the teacher may re-phrase the question and ask it again. Should the candidate now give the correct answer, he should be awarded half a mark for a correct answer and quarter of a mark for a partially correct answer. (Source 2)

Oral test, Conversation, part b general conversation
(Information runs to approximately half a page. There are six categories of grading.) (Source 2) (The teacher should) reward any excellence of pronunciation, idiom, etc. and initiative in offering more than the minimum. (Source 2)

D. SOURCES

All published by the Northern Ireland CSE Board unless otherwise stated.

1 Rules and schemes of examination 1978. Northern Ireland Schools Examination Council, May 1976.

2 CSE Examinations 1978. Mark scheme for French - Oral tests. (Confidential).

3 CSE Examinations 1978. French.Oral tests. Questions on pictures.

4 CSE Examinations 1978. French. Paper I. (Invigilator's instructions).

5 Booklist prepared by French panel.

6 French. Memorandum on project work.

7 CSE Examinations, 1978. Mark scheme for French - Paper I (Confidential)

8 CSE Examinations. 1978. Mark scheme for French - Paper II (Confidential).

9 French. Guide for assessment of coursework.

Table 73 Northern Ireland CSE Board CSE : French Two written papers, an oral test and a project or coursework assessment

	I ORAL	II AURAL	III READING	IV WRITING	V BACKGROUND
Paper	Oral tests, Reading , Conversation part a questions on pictures, part b general conversation	Paper I, Aural comprehension I, Aural comprehension II	Paper I, Written comprehension	Paper II, Composition	Paper II, Background knowledge[5], map questions, general background knowledge, English essay, *background studies project
Time	Reading not indicated but 3 mins preparation[1] Conversation a not indicated Conversation b 5 - 10 mins	Paper I total about 1 hour[4]	½ hour[4]	II total 2 hours	II total 2 hours
Marks	Reading 8% Conversation a 4% Conversation b 13%	I:I 5% I:II 10%	10%	15%	Map question 4% General background knowledge 6% English essay 5% Project 20%
Description	Reading aloud /I.1/. Four passages (70 - 80 words). The teacher may choose which passage each individual candidate is to read. Two of the passages consist entirely of dialogues which could be encountered in a survival situation and the other two are set in descriptive style. Questions on a series of pictures /I.2c/. Candidates are required to study four picture frames in a picture series and answer two questions on each one. If a candidate makes no response at all, the teacher may rephrase the question[1]. General conversation /I.2/. Any topic arising naturally out of the questions in part a above or out of the teacher's knowledge of the candidate, e.g. holidays, sport, hobbies, television etc. may become the topic of conversation[1]. A list of topics is provided but teachers need not confine themselves to it[2]. Questions should be simple. The examiner will need to be well prepared with sufficient questions on a wide variety of topics[1]. Conducted, recorded on tape and marked by the candidate's own teacher. The recordings are sent to the Board's moderator together with the marks awarded[3].	I Listening comprehension: multiple-choice questions in English /II.1f/. Ten sentences or very short passages relevant to everyday life and survival situations are read to candidates by their teacher. Each item is read twice at moderate speed with a short pause after each reading. After this second reading candidates have 30 seconds to study the question and four possible answers from which they select the most appropriate response. At the end of the test candidates have two minutes to check their answers[4]. II Listening comprehension: questions in written English; answers in written English /II.1a/. Whole passage is read by candidates' teacher once, but candidates do not see the questions, then the candidates are given time to read the ten questions. The whole story is read aloud once again in five sections. After each section has been read candidates answer the two questions set on that section. The whole passage is read again with time for revision. Answers need not be in the form of a full sentence[4].	Written comprehension: questions written in English; answers written in English /III.2a/.	Composition /IV.3/. Candidates are required to write a composition (100 - 130 words) on one of the following: a. title composition b. continuation of a story c. composition based on a picture series d. letter e. conversation in which a candidate might reasonably be involved. Tenses other than the present should be used wherever appropriate.	Questions requiring brief answers /V.1/. Candidates are required to answer questions based on a map testing their knowledge of the principal towns, rivers, mountains and regions of France. Multiple-choice questions /V.3/. Candidates are required to answer about ten multiple-choice questions on general background knowledge. Questions requiring essay-type answers /V.2/. Candidates are required to write an essay (150 - 200 words) which may be illustrated where suitable by diagrams, sketches, maps, etc. Topics are based on a. history; b. geography of France; c. French way of life. Six topics will be set with at least one from each of the three topic areas. *Written project /V.4/. About 1500 words based on an in-depth study of one aspect of the French way of life, French institutions, sport, pastimes, industry, etc. and which should preferably include illustrative material, where applicable. As it replaces written coursework which must include samples of continuous writing in French, the project must include a minimum of 300 words of continuous writing in the candidate's own French[6]. *This is an alternative to work submitted for coursework assessment. See Section C opposite.

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[1] See Source 2 opposite

[2] List published: See Source 1 and Section B opposite

[3] See Source 3 opposite

[4] See Source 4 opposite

[5] List of books provided: See Source 5 opposite

[6] See Source 6 opposite

Table 74 The South-East Regional Examinations Board French Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

Candidates should be able to use the language in the following ways:-
1. To understand the language when spoken to them /there are obvious limitations here of topics and vocabulary which might be described generally as simple and everyday/.
2. To respond to the stimulus of question or situation and express themselves in the language with reasonable fluency and accuracy.
3. To read the language and understand it/with the same limitations as in 1 above/.
4. To read aloud with a good accent.
5. To write in simple and everyday language with reasonable accuracy.
(Source 1)

Part I, paper 1 reading comprehension

... designed to test the candidate's ability to understand the written language. (Source 3)

Part I, paper 2 free composition

...gives the candidate the chance to show his skill at writing freely on a given topic in the foreign language. (Source 3)

Part I, paper 2 correspondence option

...to encourage the development of regular correspondence with foreign children....(Source 1)

Part I, paper 3 aural test, part a listening comprehension

(To test) ability to understand certain points contained in the text. (Source 3)

Part I, paper 3 aural test, part b use of the language

...to test the candidate's ability to write correctly in the language, stimulated by what he has just heard read out to him. (Source 3)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(The Board has provided specific information in Sources 1 and 3. In Source 3 information runs to one and a half pages.) ...since the Board are concerned with language as a practical means of communication the passages chosen for testing will relate to the kind of language they are likely to need on a foreign visit, or to subjects they might see in the news of the day. (Source 1)

Vocabulary

Simple, practical vocabulary based upon 'Le Français Fondamental: premier degré' supplemented where desirable...and related to everyday situations in a French-speaking country. (Source 3) (Twenty-one major topics are listed in Source 3, e.g. weather, Post Office and telephone, and including four background studies topics. The list) is given for the guidance of teachers and should not be regarded as exhaustive.... (Source 3)

Grammar

(The Board has provided a list of grammatical items in conventional terms which runs to approximately half a page, in Source 3. Grammar is based on Le Français Fondamental: premier degré.)

Part I, paper 1 reading comprehension

...taken from everyday situations normally dealt with in the CSE course e.g. restaurant, garage, station, classroom, shopping, sport, general travel, hotel etc. (Source 3)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information has been provided in Sources 2, 3 and 6. Source 2, running to two pages, covers the oral test only. Source 3 includes a paragraph of information on each of the written papers, and summarises the criteria for the award of marks in the role-playing and picture questions. Source 6, running to approximately half a page, links the objectives listed in Section A to the criteria for the award of grades.)
(See mark allocations opposite.)

Part I, paper 1 reading comprehension

...forty questions, each with a choice of five answers....One mark is allocated per question. (Source 3)

Part I, paper 2 free composition

Marks are awarded on a positive basis...four for content and relevance, eighteen for vocabulary and eighteen for phrases. (Source 3)
(Examples are given to show where no credit can be given.) (Source 3)

Part I, paper 3 aural test, part a listening comprehension

...marks are awarded for the ability to understand certain points contained in the text. One mark...per point. (Source 3)

Part I, paper 3 aural test, part b use of the language

...the answer must be relevant and no credit will be given for the correct use of the language if the answer provided is completed out of context. Marks are so allocated that credit will be given for each word or phrase used correctly. Bonus marks can be earned for the correct use of pronouns. (Source 3)
It is important that candidates realize that they should answer in the same tense as the question. (Source 7)

Part II, Teacher assessment of written course work

(A weighting of four is allocated to this part.) (Source 1) (Based on original work done during the final stages of the course. The teacher is required to assess the candidate's work on not less than six occasions. These assessments are then reviewed to obtain the final grade.) (Source 1)

Part III, oral test, part a reading

Marks (are) given ONLY for the seven words and four phrases underlined in the Teacher's copy....(Source 2) One mark for each word correctly pronounced. (Source 2) Nil, one or two per phrase, given for pronunciation, intonation and fluency. (Source 2) (The marks are linked to the appropriate grades, one to six, by a table.) (Source 2)

Part III, oral test, part b conversation, i prepared questions, ii role-playing and picture questions

(the marks, nil, one, two or three are awarded for each answer in each of the tests, reflecting the degree to which the candidate has shown comprehension, his ability to communicate, correct use of verbs and grammatical accuracy. The marks are linked to the appropriate grades by a table.) (Source 2)

D. SOURCES

All published by The South-East Regional Examinations Board for the Certificate of Secondary Education.

1 Certificate of Secondary Education Examinations 1979/80. Regulations and syllabuses. May 1977.

2 Modern languages examination - oral. Instructions for the conduct of the oral examinations in modern languages. 15 - 17/OH.

3 Modern languages. Notes for the guidance of teachers in the preparation of candidates for the Mode 1 examinations.

4 French. Oral examination. Role-playing situations. (Examiner's copy). March/April 1978. 15/OC.

5 French. Paper 3, aural test. (Teacher's copy). May 1978. 15/3A.

6 Modern languages. Statement of objectives and criteria for the award of grades (1975 - 1980). 1st January 1975.

7 Résumé of the chief examiner's report on French. 1978 examination. July 1978.

8 French. Oral examination. Role-playing situations. (Candidate's copy). March/April 1978. 15/OD (A - D)

Table 74 The South-East Regional Examinations Board CSE: French

Three written papers and an oral test and teacher assessment of written course work

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Part III, Oral test, part a reading, part b conversation i prepared situations ii role-playing and picture questions	Part I, paper 3 aural test, part a listening comprehension, part b use of the language (questions and answers in that language)	Part I, paper 1 reading comprehension	Part 1, paper 2 EITHER free composition OR correspondence option
Time	Oral test total at least 10 mins plus 10 mins preparation time for parts a and bii[1]	About 1 hour	50 mins	40 mins
Marks	30%[2,3]	a 20%[2,4] b 20%[2,4]	15%[2,4]	15%[2,4]
Description	a Reading aloud /I.1/. Passage about 100 words) chosen by the teacher from any of the four provided by the Board, all of which should be used where possible[1]. bi Questions from a set list /I.2b/. The teacher asks a group of ten questions selected by the Board from the list of eighty questions issued to schools eighteen months before the examination. The teacher selects a group from the four groups provided, all of which should be used where possible[1]. bii Role playing /I.3/. The teacher selects one of the four situations provided, all of which should be used where possible[1]. The candidate is given four instructions in English on what information he is to elicit from the teacher[4]. The teacher's script indicates how he is to introduce the role, and gives written responses. The teacher must not prompt the candidate. If a candidate is unable to answer, the teacher should proceed to the next part of the test[5,6]. bii Questions on a single picture /I.2c/. The teacher selects a picture from the four provided and asks the four relevant questions. All four pictures should be used where possible[1,6]. Conducted and assessed by the candidate's own teacher.	a Listening comprehension: questions in written English; answers in written English /II.1a/. Passage (150 - 200 words) of fairly simple narrative is read aloud once by the teacher; notes may not be taken during this reading. Candidates then have one minute to read the questions. The passage is read a second time in sections. After each section candidates are given time to answer the questions set on that section. The whole passage is read a third time with five minutes for revision. Candidates should answer the questions as fully as possible[7]. b Listening comprehension: questions given orally in foreign language; answers written in foreign language /II.1d/. A simpler passage than (a) above is read aloud once within the time specified; notes may not be taken during this reading. The passage is read a second time in sections. After each section the appropriate question(s) is read twice at normal speed. Candidates are then given time to write their answers in complete sentences. Whole passage is read a third time with ten minutes for revision. The ten questions will be repeated either immediately before or after the third reading[7].	Written comprehension: foreign language passage: multiple-choice questions in foreign language[8] /III.2c/. Forty items with a choice of five answers in each, based on pieces of longer conversation and longer passages. The first thirty items in Part 1 test knowledge of conversational vocabulary and structures. The remaining ten items in Part 2 are based on two passages (16 - 20 lines each). One may be more formal to test the candidate's knowledge of the Past Historic. In Part 1, the first thirty items are divided into four types: Qui parle? (6 items); Où sont-ils? (6 items); various introductions (8 items); Appropriate rejoinder (10 items). In Part 2 the remaining ten items relate to two passages. A variety of tenses can be introduced here. Seven types of interrogative words will be used to give variety in the questions. In addition sentence completion could be used.	EITHER Composition /IV.3/. A choice of letters (about 120 words) will be included. Other exercises may be included such as a narrative or the construction of a piece of conversation. Candidates choose one of the alternatives provided. OR Correspondence option. Candidates will be allowed to submit copies of a selection of four letters, (minimum length 120 words) in French from genuine correspondence with a native of the country. Letters should be selected from correspondence written within the eighteen months preceding the 1st February of the examination year. The relevant letters from the French correspondent must be submitted also[4].

1 See Source 2 opposite

2 Examination accounts for 80% of marks. Course work 20%: See Section C opposite

3 Calculated by deduction from figures given for written papers. See Source 3 opposite

4 See Source 3 opposite

5 See Source 4 opposite

6 Specimen provided: See Source 3 opposite

7 See Source 5 opposite

8 Information and specimen of each item provided: See Source 3 opposite.

Table 75 South Western Examinations Board French Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

...to test candidate's ability to understand the language, both in the written and the spoken form, and to express themselves in speech and writing, such understanding and expression being based on simple everyday usages and situations. (Source 1)

Paper IV (Oral), part iv conversation on a prepared topic

...to allow candidates the opportunity of expressing themselves freely....(Source 3)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(Specific information covering the syllabus in general is given in Source 1, as follows:)

The references below to Le Français Fondamental are intended to serve as a guide only. They are not meant to be a limitation upon vocabulary or grammar contents for teaching purposes.

Vocabulary : this will be as far as possible that suggested in Le Français Fondamental, premier degre.

Grammar : the grammatical content will also follow closely the lines suggested by Le Français Fondamental, premier degré, with certain major amendments to the section dealing with the verbs which are summarized as follows:-

i Knowledge of the following parts of the verb will be expected: present, imperfect, perfect (passé composé), pluperfect, future simple, imperative, present infinitive, past and present participle, present conditional.

ii Recognition only of the following parts of the verb is expected: past historic, past infinitive.

Neither knowledge nor recognition of the subjunctive will be required. (Source 1)

Paper IV (Oral), part iii prepared questions and part iv conversation on a prepared topic

(Source 4 lists eight topic headings for part iv of the oral test, e.g. home and family and eight questions related to each one for part iii of the test.)

(The Board has also provided specific information relating to parts iii and iv of the oral test in the form of a memorandum running to approximately one page. This covers mainly the conduct of these tests, although the final paragraph relates specifically to what is expected of the candidate in part iv.) (Source 3)

Paper IV (Oral), part iv conversation on a prepared topic

The intention of the conversation based on topics will be to allow candidates the opportunity of expressing themselves freely and they should be encouraged to engage in natural and continuous conversation, rather than in an interchange of brief question and answer. It is therefore suggested that during the course the teacher should give candidates the opportunity of elaborating on their answers. The use of relevant vocabulary and idiom should be encouraged and candidates should be given every opportunity to use a variety of tenses. (Source 3)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(The Board has published general information on awarding procedures in Source 5 which runs to seventy-four pages and is not specific to modern languages. It includes a description of the Standard Five Point Scale used in the assessment of oral and aural tests and for the order of merit list to enable the teacher to determine the candidates whose work will be submitted first for moderation. The description is supplemented by a table showing how the ratings A-E are equated with numerical scores. All work of the candidates entered for the examination (written papers and oral test) is marked by the candidates' own teacher, but it is subject to the moderation procedures stipulated by the Board which are described in detail in Source 5. The document gives full instructions for the operation of the marking scheme and in addition information concerning the procedures to be followed for the assessment of the oral and aural tests. Teachers are provided with detailed marking schemes for the written papers and oral test by the Board and must mark in accordance with these schemes.

The information on the Standard Five Point Scale is reproduced in full and summary information is given on the scheme of marking and moderation in Source 1.)

(See also mark allocations opposite.)

D. SOURCES

All published by the South Western Examinations Board for the Certificate of Secondary Education.

1 Regulations and schemes of examination 1979. June 1977.

2 Certificate of Secondary Education Examinations, 1978. French. Paper IV (Oral). 33 (Teacher's)

3 French oral test. Information and instructions for the prepared questions and topics. Memo 9. A37/P9/PS/CJ 9.77.

4 Prepared questions and topics for French oral. 1978. P9/PS/CJ. September 1977.

5 Handbook of awarding procedures including instructions for the conduct and invigilation of the examinations. 9th Edition. January 1979.

Table 75 South Western Examinations Board CSE : French Three written papers and an oral test

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Paper IV (Oral)[1], part i reading passage, part ii unprepared conversation based on pictures, part iii answering prepared questions, part iv conversation on a prepared topic	Paper III	Paper II	Paper I
Time	IV (Oral) total about 15 mins plus preparation time for parts i and ii, but see parts ii and iv below[2]	45 minutes	45 minutes	1½ hours
Marks	IV (Oral) total 35%	15%	15%	35%
Description	i Reading aloud /I.1/. Short passage. Single passage for all candidates supplied by Board[1]. ii Conversation on a single picture[1] /I.2c/. Candidate randomly selects one picture from those provided by Board. Two or three minutes unrehearsed conversation based on the picture. The teacher is advised to progress from simple questions to more complex ones. The candidate should be given opportunity to use a variety of tenses. iii Questions from a set list[1,3,4]/I.2b/. Based on prepared list of sixty-four set items (eight questions on each of eight topics). Candidates choose (at random) two topics, and the listed questions are then asked by the teacher. One of the topics (the first used) must be drawn from the three which the candidates will have been asked to prepare in greater depth for part iv (below). iv Conversation on a prescribed topic[1,3,4] /I.2b/. The first topic chosen in part iii (above) is used for this part of the oral test. About three minutes conversation on the topic. Any repitition of passages learnt by heart must be interrupted by questions intended to develop a spontaneous converation. Candidates should be given the opportunity of expressing themselves freely and encouraged to engage in a natural and spontaneous conversation. The use of relevant vocabulary and idiom should be encouraged, and the candidate given every opportunity to use a variety of tenses. Conducted and marked by a teacher in the candidate's own school. A visiting assessor from other participating schools attends the first session of the tests. His role is to witness and discuss, but he is not a moderator, and has no authority to overrride the teacher[5].	Listening comprehension: questions in written English; answers in written English /II.1a/. Five passages of narrative or dialogue, graded for difficulty. Each passage will be heard by the candidates twice. After the first hearing candidates have to answer the questions set on that passage. The passage will then be heard a second time for a final check.	Written comprehension: foreign language passage: multiple-choice questions in foreign language /III.2c/. About ten multiple-choice questions on a passage or passages in French (total length about 250 words) and about forty of the qui parle? Où se trouve? quelle réponse? type. Any of the questions may be set in either English or French.	Composition /IV.3/. About 120 words on one of the following: EITHER picture series OR personal letter based on given situation or story outline. Picture test : written questions in foreign language; written answers in foreign language /IV.5/. Based on series of about five unrelated pictures on each of which will be set not more than three questions, graded for difficulty.

[1] No information in Source 1: See Source 2 opposite

[2] See Source 2 opposite

[3] See Source 3 opposite

[4] List of questions and topics published: See Source 4 opposite

[5] See Source 5 opposite

Table 76 Southern Regional Examinations Board French Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

1. To enable sixteen year olds to become familiar with the French...language used in every-day situations. 2. To foster a growing understanding of the French...people and their way of life. (Source 1)

The following is a summary of the linguistic skills forming the objectives which the candidates are expected to achieve after a five-year course of study. 1. The ability to understand the spoken word. 2. The ability to use the spoken word. 3. The ability to understand the written word. 4. The ability to use the written word. (Source 1)

(The Board links the methods of assessment to these objectives by a grid.) (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information published. Information is derived from the sources indicated:)

In French the candidate will be required to have a passive knowledge of the past historic (passé simple) and an active knowledge of the present, imperfect, perfect, pluperfect, future and conditional tenses. (Source 1)

Oral test, part a role-playing

Candidates should be able to 'survive' in the situations of the type outlined below, that an English person might well find himself in if he went to the country. Within any of these topics it would be possible to ask for a variety of roles. (Source 1)
(fourteen situations are listed, e.g. in a bank, cashing a traveller's cheque.) (Source 1)

Oral test, part b conversational questions

The candidates will be asked the kind of personal questions that might be put to them by a native of France...who is trying to get to know them.

Some of the...areas (listed) should be covered and questions should be framed to include the full range of tenses listed....(Source 1)
(ten areas are listed, e.g. time he goes to bed, gets up, what he likes to eat and drink.) (Source 1)

Written test, part 2 letter

The subject areas to be covered will be virtually the same as those covered in the conversational questions section of the Oral test. (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(The Board has published specific information on all parts of the examination in the form of separately published typed manuscripts of varying lengths.)

(See also mark allocations opposite.)

Oral test, part a role-playing

a. Up to two marks for each statement or question based on the candidate's ability to communicate equals six marks per role.
b. Up to four marks per role for the QUALITY of the FRENCH used in communicating the ideas /i.e. pronunciation, intonation, fluency, idiom and grammatical accuracy/ equals four marks per role....(Source 5)

Oral test, part b conversational questions

...marked under two main headings : a. Content: what the candidate says. b. Quality: how he says it.

Teachers should bear in mind the following general criteria: a. The form of the answer should be as natural as possible. b. Comprehension.... c. Intelligibility.... d. Fluency and spontaneity.... e. Technical ability. Range of vocabulary - use of simple idiom - pronunciation, accent and intonation - grammatical accuracy. (Source 2)

Content: ...up to eight marks....Particular emphasis should be given to the answers to open-ended questions where the candidate is trying to give answers and descriptions of some length. (Source 2)

Quality: a...up to four (marks) based on the candidate's pronunciation, intonation and expression. b. up to eight (marks) based on the candidate's grammatical accuracy, paying particular attention to verb usage. (Source 2)

Listening comprehension

(One mark for each correct answer. The correct answers are given.) (Source 6)

Reading comprehension

(One mark for each correct answer. The correct answers are given.) (Source 7)

Written test, part 1 picture composition

Up to eight marks to be awarded for the content of the story, i.e. the candidate's ability to write something relevant about each picture. One mark should be deducted if a picture is completely missed.

Up to twelve marks to be awarded for the quality of the language, bearing in mind particularly that the rubric requires the story to be written in the past tense. (Source 8)

Written test, part 2 letter

...up to fifteen marks for the content of the answers to the questions (shown)....Up to ten marks for the quality of the written language, bearing in mind genders, agreements, tense usage, word order, idiom and vocabulary. Up to five marks to be awarded on an overall impression basis for the grammatical content and vocabulary of the questions demanded in the rubric to the letter. (Source 8)

(Further useful information relevant to Section C has been published in Source 9, a typed manuscript covering the criteria of establishment of grades 1 and 4. The Board specifies what is expected from candidates in each of the two grades under the two headings Oral and Written, each sub-divided into Comprehension and Production.)

D. SOURCES

All published by the Southern Regional Examinations Board.

1 Syllabuses for the examinations in modern languages for the CSE. 1979.

2 CSE Examinations, 1978. Modern languages. Subject information and instructions to teachers. 17R/78/1; 18R/78/1; 19R/78/1; 19 Mode 2/78/1; 20R/78/1. December 1977.

3 CSE Examinations. French (Syllabus R) 1978. Oral test. Role-playing situations. Master-sheet for the examining teacher. 19R/OL/1. Teacher.

4 CSE Examinations. French (Syllabus R). Written test 19R. April 1978.

5 CSE Examinations, 1978. French Syllabus R. Marking scheme for the oral examination. 19R/78/OL/MS. French Teacher. March 1978.

6 CSE Examinations 1978. French Syllabus R. Marking scheme for listening comprehension 19/78/L/MS. French Teacher. April 1978.

7 CSE Examinations, 1978. French Syllabus R. Marking scheme for reading comprehension. 19R/78/R/MS. April 1978.

8 CSE Examinations, 1978. French Syllabus R. Marking scheme for written paper. 19R/78/MS. April 1978.

9 Report of meeting of moderating Sub-Committee held on Saturday, 17th March, 1979 for the purpose of determining grade criteria. Criteria for the establishement of Grades 1 and 4. SSC/64. Item 5.

Table 76 Southern Regional Examinations Board CSE : French Three written papers and an oral test

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral test, part a role-playing, part b conversational questions	Listening comprehension	Reading comprehension	Written test, part 1 picture composition, part 2 letter
Time	a 2 - 3 mins + 15 mins preparation time b 6 - 7 mins	30 mins	35 mins	1½ hours
Marks	a 10% b 20%	25%	20%	1 10% 2 15%
Description	a Role-playing /I.3/. Based on fourteen prescribed situations[1]. Candidate selects two situations randomly from the cards provided[2]. Each card gives three instructions in English on what information the candidate is to elicit from the teacher[3]. After the preparation period, the teacher introduces each role in turn as indicated on his script which also gives the candidate's instructions in English; he replies as scripted in in French[4]. If the candidate is unable to perform any of the three parts of his role, the teacher should lead him to the next part by giving the scripted reply or indicate in the language that he should proceed to the next part[2]. b Conversation on prescribed topics /I.2b/. Some of the ten prescribed areas[1] should be covered and questions framed to include the full range of tenses listed[1]. The teacher should start with simple questions. During the conversation he should give the candidate every encouragement by sustaining the conversation in as natural a manner as possible. A sustained lecture, pre-learnt material and questions inviting yes or no replies should be avoided. The same set of questions should not be repeated to each candidate[2]. A duplicated map of the candidate's home town and the surrounding district should be made available to help him answer the questions more readily. Candidates should be allowed to bring any aids they wish into the examination. Conducted and marked by the candidate's own teacher. The whole examination of each candidate is recorded on tape and sent to the Board's moderator together with the marks[2].	Listening comprehension: multiple-choice questions in foreign language/II.1e/. Twenty to thirty multiple-choice items. Candidates hear a tape recording of a number of questions of varying difficulty. They hear each question twice. Several different types of questions are used and explained at the beginning of each section. Candidates choose the most suitable answer from four choices[2].	Written comprehension: foreign language passage: multiple-choice questions in foreign language /III.2c/. Twenty multiple-choice questions based on long or short passages. Visual items may be included. Vocabulary will be more difficult than in the listening comprehension test. Several different types of question are used. These are explained at the beginning of each section. Candidates select the most suitable answer from four choices[2].	Composition /IV.3/. 1 Candidates write story of (120 - 200 words)[5] in the past tense based on a picture series. Each picture illustrates one basic idea. 2 Candidates will be given a letter in French of about 150 words written by a French pupil. They will be required to write a reply (150 - 250 words). The subject areas to be covered will be virtually the same as those covered in the conversational questions section of the Oral test[2]. The letter will include simple questions requiring short easy answers as well as questions demanding more involved replies. In reply the candidate will be required to ask questions seeking specific information, the stimulus for which may be included in the letter or as a specific instruction in the rubric.

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[1] List published: See Source 1 and Section B opposite

[2] See Source 2 opposite

[3] Specimen published: See Source 1 opposite

[4] See Source 3 opposite

[5] See Source 4 opposite

Table 77 Welsh Joint Education Committee French Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

Oral examination

...it is the purpose of the oral examination to reflect and test the work done in schools throughout the five-year period, rather than to impose a prescribed amount of oral work.... (Source 1) ...the aim of the oral examination is free conversation.... (Source 1)

Aural examination, part b aural comprehension test

...(candidates) will be required to answer, in writing, a number of questions designed to discover how fully they have grasped the main points of the narrative. (Source 1)

Written examination, part 4

This question is intended to be a test of rapid reading. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

Oral examination, part b questions set on a picture

(Board publishes, in September preceding examination, a list of six to eight topics (e.g. in the rain; outside the hotel) on which the pictures and questions will be based.) (Source 3)

Oral examination, part d conversation on a topic of interest to the candidate

Since it is the purpose of the oral examination to reflect and test the work of schools throughout the five-year period, rather than impose a prescribed amount of oral work, it is hoped that teachers will feel free to devise schemes of oral work best suited to the needs of their schools and of their pupils. Such schemes may include, for example, a range of topics on which candidates are prepared to talk, since, in the oral test, they will be allowed, if they so desire, to give a short talk on a chosen topic, after time for reflection - possibly on some aspect of course work, such as a region which has been studied; or to talk about simple pictures or their own particular interests; or to answer questions on familiar topics /e.g. the house, the garden, the family, the seaside/. Although the test will be an assessment of individual candidates, preparation during the course may well include group projects, debates and plays. Other schemes and types of material may also commend themselves to teachers. (Source 1)

Aural examination, part a dictation

The passage set will be within the compass of the candidate's linguistic experience. (Source 1)

Aural examination, part b aural comprehension test

A straightforward piece of narrative prose, with vocabulary well within the candidate's range.... (Source 1)

Written examination, part 1

The composition will be on a topic relating to everyday life....(Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(With the exception of the dictation, no information is provided. Additional information is given mark allocations, for the written paper only, in Source 4.)

(See mark allocations opposite.)

Aural examination, part a dictation

The marking will be positive, i.e. credit will be given for work that is correct. (Source 1)

D. SOURCES

All published by the Welsh Joint Education Committee.

1 General Certificate of Education. Certificate of Secondary Education. 1979. Regulations and syllabuses.

2 Certificate of Secondary Education. 1979. Oral examinations.

3 Certificate of Secondary Education. 1979. Modern languages - oral examination. Circular CSE no. 4.

4 CSE 12/1 French. (Written paper). June 1978.

5 CSE 12/4 French. Dictation. June 1978.

Table 77 Welsh Joint Education Committee CSE : French Three written papers and an oral examination

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral examination[1], part a reading, part b questions set on a picture, part c set questions, part d conversation on a topic of interest to the candidate	Aural examination, part b aural comprehension test	Written examination, part 3, part 4	Written examination, part 1, part 2 Aural examination, part a dictation
Time	Oral examination total 9 mins plus 10 - 15 mins preparation time for part a and part b[1]	not indicated	Written examination total 2 hours	Written examination total 2 hours Dictation not indicated
Marks	Oral 35%	Aural 12½%	part 3 5%[5] part 4 5%[5]	Written examination part 1 15%[5] part 2 15%[5] Dictation 12½%
Description	a Reading aloud /1.1/. Passage (about 100 words). One passage only provided for each session[1]. b Questions on a series of pictures/single picture /1.2c/. Candidates will be provided with a picture or series of pictures on which set questions of varying degrees of difficulty will be asked. The picture/picture series is based on a list of six to eight prescribed topics[2]. Each question must be asked as it is printed; it may be repeated once but it must not be rephrased. One picture only is provided for each session[1]. c Questions from set list /1.2b/. Candidates will be asked any one question from each of the five sections of set questions supplied, containing a total of twenty-five questions. The questions are graded in difficulty. Each question may be repeated once but must not be rephrased[1]. d Conversation on prepared topics[1,3] /1.2b/. It is suggested that the teacher should put a question or give an instruction to the candidate, or name a series of topics and invite the candidate to choose one of them, or, by a statement, indicate the form which the test will take, or use any other means which will ensure that the candidate begins to talk. The reciting of a prepared speech and the test which consists of a number of "set" prepared questions, presented to each candidate without variation are to be discouraged[1]. There should be some general discussion between the teacher and candidate. Three minutes should be sufficient for this part of the oral examination. Conducted by the class teacher, recorded on tape and marked by the Committee's examiners[1].	Listening comprehension: questions in written English; answers in written English[4] /11.1a/. A narrative prose passage will be read aloud by the teacher three times. Candidates have the questions in front of them before the first reading, but during this reading they will listen only. An interval of two minutes will follow to allow the candidates to examine the questions and make notes. They will be allowed to make notes during subsequent readings. The third reading will immediately follow the second. During this reading a pause will be made at the end of each paragraph to allow candidates to answer the questions which refer to that paragraph.	3 Written comprehension: questions written in English; answers written in English[4] /III.2a/. Passage (about 150 words) of simple narrative or descriptive prose. 4 Written comprehension: foreign language passage: precis in English[4] /III.3/. Narrative passage (300 - 400 words). Candidates will be required to write a story in English in about half the length of the original and containing the salient points.	1 Composition /IV.3/ EITHER Composition (in past tenses)[6] on a topic relating to everyday life, based on a suggested outline in the foreign language. OR letter on a different topic, also with a suggested outline if necessary. 2 Picture test: written questions in foreign language; written answers in foreign language[4] /IV.5/. Candidates will be required to answer in French a number of questions based on a drawing or a series of drawings. Answers should be in complete sentences[6]. Dictation[7] /IV.4/.

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[1] Additional information and instructions are provided: See Source 2 opposite

[2] List published: See Source 3 and Section B opposite

[3] Information is provided in Source 1: See Section B opposite

[4] May be answered in English or Welsh

[5] Additional information on mark allocations published : See Source 4 and Section C opposite

[6] See Source 4 opposite

[7] Instructions published: See Source 5 and Section B opposite

Table 78 West Midlands Examination Board French Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

...to establish goals in the acquisition of language skills and background knowledge appropriate to pupils of sixteen plus, of average ability. The skills to be developed and tested by the Board's Mode 1 examinations can be defined as follows:

A. Passive skills: i. Comprehension of spoken language.
ii. Comprehension of written language.
B. Active skills: i. Oral fluency in the foreign language.
ii. Written competence in the foreign language.

It is felt that the acquisition of language skills without some degree of background knowledge is an arid study and accordingly the Mode 1 syllabus includes a section devoted to this aspect. It is believed that the syllabus is suitable for the bulk of the pupils who will be completing their study of the foreign language at this stage. It is also felt that pupils who establish their competence in this syllabus through the Board's Mode 1 examinations should be able to cope with everyday situations in the foreign environment. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(The Board has provided specific information on the lexical and grammatical requirements of the examination, and on the topics for background knowledge. The information is presented as general notes and includes:)

Vocabulary

The vocabulary dealt with and the vocabulary used in the various sections of the examination, will be those covered by the average course or text book and will be based mainly, although not exclusively, on the (twelve prescribed themes e.g. letter writing, family and daily life, entertainments.) (Source 1)

Verbs

(This section runs to less than one page.) (Source 1)

Candidates will be expected to know the common regular and irregular verbs, including reflexives.
Tenses, moods and voices are divided into two groups:
Group I - those which candidates should be able to recognise and use.
Group II - those which candidates should be able to recognise but are not required to use.
They may...gain credit for appropriate use of Group II verbs in conversation or free composition but, in all sections, full marks may be gained without using them. (Source 1)

(Group I - present and past participles, imperative (including "avoir" and "être"), present, imperfect, perfect, pluperfect, future.)
(Group II - past historic, conditional, passive, preceding direct object agreement.)
(Source 1)

It is not proposed to publish an exhaustive list of idioms. Candidates should be familiar with very common constructions such as venir de, in French.... (Source 1)

Paper II, section b background knowledge, part ii

(Tested by multiple-choice or written answers in the following:)
(a) Everyday life in France : four topics, e.g. shopping;
(b) Basic economic facts about France : six topics, e.g. the transport system;
(c) Elementary facts of French history: five topics, e.g. French Revolution;
(d) Basic information about people selected from the ten listed, e.g. Toulouse-Lautrec;
(e) Places and areas of interest in France : three topics e.g. La Normandie.)
(Source 1)

Paper 1 (Oral), section a role-play

(Three situations out of the following six: at a railway station or airport; in a restaurant; in a shop; on the beach; in a post office; at the customs.) (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(No specific information provided. The following information has been derived from the sources indicated.)

(See mark allocations opposite.)

General

(Candidates) will always be given credit for appropriate use of idioms in their written or oral work.) (Source 1)

Paper 1 (Oral), section a reading

The passage read in a loud voice with the same accent and the same intonation as in English does not merit nine out of ten. (Source 7)

Paper 1 (Oral), section b conversation, part i and part ii

The assessors believe that there is a real place for comprehension and that the teacher should ask questions which test that the pupils understand. Marks can be awarded to those who can understand quickly and easily, even if their answers are not always accurate. (Source 7)

Paper III, section b free composition

...high marks can be gained only if the appropriate tenses are used. (Source 1)

D. SOURCES

All published by the West Midlands Examinations Board.

1 Syllabuses for the 1979 examinations. Modern languages.

2 1979 Oral tests in modern languages. Information sheet.

3 Certificate of Secondary Education. 1978. French. Paper III (A) - Oral test. Role-play.

4 Certificate of Secondary Education. 1978. French. Paper III (A) - Oral test. Role-play. Teacher's version.

5 Certificate of Secondary Education. French. Paper I (A) - Aural test. June 1978. (Instructions).

6 Certificate of Secondary Education. French. Paper II (A) and (B) - compositions. June 1978.

7 Reports of examiners 1978. Modern languages.

Table 78 West Midlands Examinations Board CSE : French Two written papers and an oral test

	I ORAL	II AURAL	III READING	IV WRITING	V BACKGROUND
Paper	Paper I (Oral), section a EITHER reading OR role-play, section b conversation part i and part ii	Paper II, section a aural test	Paper II, section b comprehension (A), comprehension (B)	Paper III compositions, section a, section b free composition	Paper II, section b background knowledge, part i, part ii
Time	I total 12 mins plus about 12 mins preparation time	45 mins	IIb total $1\frac{1}{4}$ hours	III total $1\frac{1}{2}$ hours	IIb total $1\frac{1}{4}$ hours
Marks	Ia 5% Ibi and ii 20%	15%	IIb(A) 10% IIb(B) 10%	IIIa 10% IIIb 20%	IIb i and ii 10%
Description	Ia EITHER Reading aloud /I.1/. Passage (about 100 words) Three passages are supplied. The teacher chooses one[1]. OR Role-playing /I.3/. Three situations are set from the six prescribed situations[2]. The teacher selects one of these at random for each of the candidates choosing this option. Instructions are given to the candidate in English[3] on what information he is to elicit from the teacher. The teacher's instructions give details about how to reply to the candidate in French[4]. Ibi Questions on a series of pictures /single picture /I.2c/. Questions on a picture or series of pictures. Four pictures/picture series are provided with suggested questions. The teacher selects one for each candidate[1]. Ibii General conversation /I.2/. General questions not necessarily related to the picture/picture series; or questions on a text studied during the course. Conducted and marked by the teacher. The whole examination of a sample of candidates is recorded on tape and sent to the Board for moderation[1].	IIa Listening comprehension: questions in written English; answers in written English /II.1a/. Two short prose passages, the second slightly more difficult than the first, with five or more questions set on each passage. The first passage is read aloud by the teacher in one continuous reading, at a reasonable speed. Candidates are then shown the questions, and have two to three minutes to study them. The first section of the passage is read a second time and after this reading candidates answer the questions set on that section. The second part of the passage is dealt with in the same way, then the whole passage is read a third time with five minutes for revision. The second passage is dealt with in the same way. Candidates may write during the third reading only[5].	IIb(A) Written comprehension: foreign language passage: multiple-choice questions in foreign language /III.2c/. IIb(B) Written comprehension: questions written in English; answers written in English /III.2a/. Prose passage. Answers are to be in the form of complete sentences.	IIIa Picture test: written questions in foreign language; written answers in foreign language /IV.5/. Picture with a choice of questions to be answered in complete sentences[6]. IIIb Composition /IV.3/. Composition (about 120 words) on one of the following: i. narrative based on a set of pictures. ii. letter (not answering a letter). iii. continuation of a story, the beginning of which will be printed in the language.	IIbi Questions requiring brief answers /V.1/. Compulsory map question. Geography is tested by a map. Candidates indentify towns, selected from a prescribed list of 20 towns, major rivers and geographical locations in France[7]. IIbii EITHER Multiple-choice questions /V.3/. 15 to be answered from 20 set which may include some use of the foreign language based on the prescribed topics[8]. OR Questions requiring brief answers /V.1/. Candidate will be required to give five facts in English on each of three topics chosen from the ten set. The ten topics are selected from each of the five sections containing the prescribed topics[8].

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1 See Source 2 opposite

2 List published : See Source 1 and Section B opposite

3 See Source 3 opposite

4 See Source 4 opposite

5 See Source 5 opposite

6 See Source 6 opposite

7 List published: See Source 1 opposite

8 List published: See Source 1 and Section B opposite

Table 79 West Yorkshire and Lindsey Regional Examining Board French Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

Paper 1, question 1

...to test the candidate's UNDERSTANDING of a written foreign language. (Source 1)

Paper 1, question 2 free composition

...to test the candidate's ability to express himself in writing in the foreign language. (Source 1)

Paper 2, question 1 aural comprehension

...to test the candidate's ability to comprehend a narrative or incident recounted to him in a foreign language. (Source 1)

Paper 2, question 2 background knowledge

...to test the candidate's knowledge of the customs, daily life and background of the country and people whose language is being studied. (Source 1)

Oral

...to test the candidate's ability to converse easily on everyday topics in the language studied. The importance of this ability is emphasised by the Board. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information has been provided. The following information has been derived from Source 1.)

Paper 1, question 1

The vocabulary used in this material will be based on ordinary everyday language. (Source 1)

Paper 1, question 2 free composition

The subjects will be based on incidents arising out of everyday life - holidays, school, hobbies, pen-friends, visits to a foreign country, family occasions - or on a series of pictures incorporated in the examination paper. (Source 1)

Paper 2, question 2 background knowledge

The candidate should be able to show that he is familiar with the way of life, foods, schools, principal historical events and salient geographical features, general culture of the foreign country, folk-lore, festivals, etc. (Source 1)

Oral

The basic requirements are that the candidate should be able to answer simple questions in the language on everyday activities - hobbies, background study of the country, career, visits abroad, etc. (Source 1)

(The candidate) will be given the opportunity and encouraged to talk more extensively on subjects which interest him and are within his scope [in experience and language]. (Source 1)

Oral, reading

There will be no compulsory reading passage and no reading passages will be supplied by the Board, since the reading aloud of a passage in a foreign language is hardly a natural activity and abilities in this field may not necessarily correlate with general linguistic ability. (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(No specific information has been provided on the modern language examinations. However, the Board has published guidance (Source 3) on the conduct of inter-school assessment, in the form of a booklet which runs to twenty-seven pages and which has been prepared mainly for the use of inter-school assessors. No information is given on marking schemes, scoring or marking principles. The following information is derived from the sources indicated.)

Oral

The Board accepts the principle of internal grading, validated by inter-school assessment and is of the firm opinion that the techniques of oral examining should be fully discussed within the Local Group Panel.

Oral, paper 1, paper 2

The Board wishes to make it widely known that a candidate who can show in his spoken and written examination work great fluency and a knowledge of the language above that of basic requirements will be able to earn more marks and consequently a higher grade of Certificate....Greater emphasis will be placed on the candidate's ability to understand and use the spoken language rather than its written form. Moreover, in assessing those CSE candidates whose written work is likely to be of a less high standard, the Regional Panel proposes to take into consideration the fact that such work when read aloud in the foreign language would sound reasonably correct; consequently, errors of spelling and grammar not affecting comprehension will not be greatly penalised. (Source 1)

Paper 1, question 2 free composition

Credit will be given for the use of the present tense but a correct use of other tenses will gain more marks, in Romance Languages. For German...no extra credit will be given for tenses but extra credit will be given for general grammatical accuracy. (Source 1)

Paper 2, question 1 aural comprehension

Candidates will not be penalised for not answering in full sentences. (Source 1)

Oral

Credit will be given for evidence of comprehension but greater weight will be attached to the candidate's powers of self-expression. Due regard should be given to pronunciation and intonation. (Source 1)

D. SOURCES

All published by the West Yorkshire and Lindsey Regional Examining Board.

1 Syllabus. 1979 Modern languages. Mode 1.

2 Certificate of Secondary Education 1978. French. Paper 1.

3 CSE Examinations. Assessment in a nutshell. 2nd edition. September 1976.

4 CSE Examinatins. Procedure in a nutshell. 2nd edition. September 1976.

Table 79 West Yorkshire and Lindsey Regional Examining Board

CSE : French

Two written papers and an oral test

	I ORAL	II AURAL	III READING	IV WRITING	V BACKGROUND
Paper	Oral[1]	Paper 2, question 1 aural comprehension	Paper 1, question 1	Paper 1, question 2 free composition, Group 1 and Group 2	Paper 2, question 2 background knowledge
Time	not indicated	2 total maximum 1½ hours	1 total maximum 2 hours	1 total maximum 2 hours	2 total maximum 1½ hours
Marks	40%	10%	10%	Group 1 15% Group 2 15%	10%
Description	General conversation /I.2/. The basic requirements are that the candidate should be able to answer simple questions in the language on everyday activities[1]. It is expected that the candidate will be able to offer more than bald replies to a list of questions, and he will be given the opportunity and encouraged to talk more extensively on subjects which interest him and are within his scope. Reading aloud /I.1/. An optional test. No reading passages will be supplied by the Board. This test may be introduced at the discretion of the teacher where it might be advantageous to the candidate. If this optional test is adopted, it can score only a maximum of 10% and is not an alternative to achieving the full weighting allocated to the oral. The conduct and content of the oral examination will be the entire responsibility of the Modern Language Panel of the Local Group, subject to final moderation.	Listening comprehension: questions in written English; answers in written English /II.1a/. Whole passage (about 250 words) is read slowly and distinctly by the teacher, then the candidates are given time to read the questions. The first section is read again slowly and distinctly, then the candidates are given ample time to write their answers to the questions set on that section. The remaining sections are dealt with in the same way. The whole passage is read again slowly and distinctly and the candidates are given time for final revision. Candidates need not answer in complete sentences.	Written comprehension: questions written in English; answers written in English /III.2a/. Material in French based on everyday language. Candidates should include all relevant details in their answers[2].	Composition /IV.3/. One subject to be chosen from Group 1 and one from Group 2. Subjects will be based on incidents arising out of everyday life[1]. Group 1: EITHER suggested outline in English or in the foreign language OR series of pictures Group 2: A letter. Choice of subjects given.	Questions requiring brief answers /V.1/. Fifty incomplete statements will be given of which the candidate will be required to complete thirty by the addition of one relevant fact. A map may be provided and the candidate asked to name features on it. A large choice of questions on background knowledge will be given, grouped in sections. The candidate is not expected to answer questions from all the sections unless he so desires[1].

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[1] See Section B opposite

[2] See Source 2 opposite

Table 80 Yorkshire Regional Examinations Board French Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

...to measure the extent to which candidates show that they are able:

1. to understand the simple spoken language;
2. to make themselves understood in the language on everyday matters;
3. to understand simple, straightforward written matter in the language;
4. to write simple connected passages in the language.

(Source 1)

Oral test

Our aim is to assess the candidate's standard of spoken French. (Source 2)

Oral test, part 1 role-playing situations

Here the examiners are seeking to assess the candidate's ability to express himself in situations likely to be encountered by a visitor to France. (Source 2)

Oral test, part 2 questions on pictures

...intended to assess the following factors: Readiness of response; accuracy. (Source 2)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(Specific information given in Source 1.)
"Le Français Fondamental (premier degre)" will be taken as a basis for the working vocabulary with which candidates will be expected to be familiar, with the proviso that the examination in general and tests of comprehension in particular may reasonably contain words and phrases which lie outside this range. (Source 1)
(A list of basic structures for active use is given. The list runs to two and a half pages and is in conventional terms.) (Source 1)

Oral test, part 1 role-playing situations

(The Board publishes a list of sixteen prescribed situations e.g. going to the cinema or theatre. A variety of tenses is tested in these situations.) (Source 1)
The language demanded from the candidate will be simple straightforward "survival vocabulary". (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

The Scheme of Examination will consist of a Regional and a School Assessment and will assess in equal proportions the following: 1. listening comprehension 2. conversational ability 3. ability to write simple French 4. comprehension of the written language. (Source 1)

(The Scheme of Examination consists of a Regional and a School Assessment. The Board has published no specific information on the Regional Assessment written papers but some information on criteria of assessment and advice on obtaining good marks has been published in Source 2 for the oral test only. In addition to the outline given in Source 1 on the School Assessment, the Board has published an eleven page booklet, Source 5 on the same subject. Information given includes advice to teachers about how to assess attainment, order of merit, grading and about the Statistical Moderation Method.)

The School Assessment

(See mark allocations opposite for the Regional Assessment which also apply to the School Assessment.) (Source 1)
The School Assessment will be made of work done during the five full terms prior to the examination....

In the case of conversational ability schools are advised to take into consideration:

1. readiness of comprehension;
2. accuracy of oral reaction;
3. quality of pronunciation, including intonation;
4. fluency.

(Source 1)

The Regional Assessment

Paper 1, writing test question 1 and question 2

Questions 1 and 2 will carry approximately equal mark weightings. (Source 1)
(Information on the actual proportions is given. In 1978 they were 28 and 32 respectively.) (Source 6)

Paper 1, writing test question 1

Two questions will be asked on each picture....In the second a variety of tenses will be used. Credit will be given for full answers. (Source 1)

Paper 1, writing test question 2

A candidate may write his composition in the present tense but extra credit will be given for the correct use of a variety of tenses. (Source 1)
...a positive approach to grammar, idiom and vocabulary is welcomed by the examiner - and is well rewarded. (Source 7)

Paper 3, Reading comprehension test

Each question carries one mark. (Source 8)

Oral test, part 2 questions on pictures

It should be pointed out that the examiners are looking, as far as possible, for a natural French response. (Source 2)

Oral test, part 3 oral narrative

The candidate should aim at a continuous narration rather than breaking up the story into a mere description of each picture in turn. (Source 2)
The assessment of the candidate's résumé will take into account the following factors: fluency; variety of constructions; accuracy and relevance. A candidate may give his summary in the present tense, but extra credit will be given for the correct use of a variety of tenses. (Source 2)

D. SOURCES

All published by the Yorkshire Regional Examinations Board.

1 Certificate of Secondary Education Examinations 1979. French.
2 Certificate of Secondary Education. French oral examination 1979. Notes for the guidance of teachers. Yorkshire Regional Examinations Board, 1979.
3 Certificate of Secondary Education. French. Listening comprehension tests. Supervisor's instructions and text. June 1978. Yorkshire Regional Examinations Board, 1978.
4 Mode 1 French examination. Specimen reading comprehension questions.
5 CSE. Guide to teachers No. 4. School assessments (3rd edition). June 1976.
6 Certificate of Secondary Education. French. Paper 1 - Written. June 1978. Yorkshire Regional Examinations Board, 1978.
7 Chief examiner's report in French - 1978.
8 Certificate of Secondary Education. French. Paper 3 - Reading comprehension. June 1978. Yorkshire Regional Examinations Board, 1978.

Table 80 Yorkshire Regional Examinations Board CSE: French Three written papers and an oral test

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral test[1], part 1 role-playing situations, part 2 questions on pictures, part 3 oral narrative	Paper 2, Listening comprehension test	Paper 3, Reading comprehension test	Paper 1, Writing test, question 1, question 2
Time	About 7 - 8 mins plus preparation time for parts 1 and 2[2]	About 45 mins	30 mins	1¼ hours
Marks	1 approx 8% 2 approx 7% 3 approx 10%	25%	25%	25% (question 1 and question 2 carry approx.same mark weightings)
Decsription	1 Role-playing /I.3/. Two role-playing situations drawn from the prescribed list of sixteen[3,4]. Instructions are given in English to the candidate on what information he is to elicit from the teacher. The teacher is given clear guidance (which he should adhere to as closely as possible) about the type of response he must give to the candidate in French. 2 Questions on a series of pictures /I.2c/. One set question on each of six pictures. Answers should be given in natural French. The question may be repeated but not rephrased[1]. 3 Narrative based on a series of pictures /I.2d/. The candidate should aim at continuous narration. He may give his summary in the present tense but extra credit is given for the correct use of tenses[1]. In each session the same materials for each of the three tests are used for all the candidates, although different sets are used for each session. The same picture series is used for both part 2 and part 3[2]. Conducted and recorded by the teacher and marked by the Board's examiner.	Listening comprehension: questions in written English; answers in written English /II.1a/. One or more taped dialogues or narratives (about 400 words). Each test passage is dealt with separately. The first test is played once then candidates are allowed two minutes to study the questions set on that test. The test is played a second time, after which candidates write their answers to the questions set on that test within the time specified by the Board. The test is played a third time and on this occasion candidates may write while the tape is played. A further two minutes are allowed for revision of their answers before the remaining passages are dealt with[5].	Written comprehension: foreign language passage: multiple -choice questions in foreign language /III.2c/. Series of multiple-choice questions. Some are designed to test individual vocabulary items, others are based on longer passages (about 150 words)[6].	1 Picture test: written questions in foreign language; written answers in foreign language /IV.5/. Two questions based on each of eight pictures to be answered in French. The first requires the candidate to give information presented in the picture, and the second to give related information of a more general nature but using a variety of tenses. 2 Composition /IV.3/. 115 - 125 words. Candidates may write in the present tense but extra credit is given for correct use of a variety of tenses. EITHER letter OR picture series. Candidate may write in the 1st or 3rd person.

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[1] Additional information provided: see Source 2 opposite

[2] See Source 2 opposite

[3] List published: See Source 1 and Section B opposite

[4] Specimen provided: see Source 1 opposite

[5] See Source 3 opposite

[6] Specimen material available: See Source 4 opposite

Table 81 Associated Lancashire Schools Examining Board German Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

Candidates entered for this examination should be able to understand the language spoken by a native speaker talking on a subject within the pupil's experience; to read with reasonable fluency and good understanding of a straightforward prose passage in the foreign language; to express himself with reasonable accuracy in speech and writing in the foreign language on subjects within his linguistic experience; have acquired some knowledge of the general background of the people who speak the language as their mother tongue.... (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(Specific information on the minimum requirements for grammar has been provided in Source 1. No specific information has been provided for vocabulary.)

Vocabulary

The vocabulary will be that required to deal with everyday situations and experiences in a German-speaking country. (Source 1)

Grammar

The minimum requirements are listed...but evidence of wider knowledge will be welcomed. (Source 1)

(The list of grammatical items in Source 1 is in conventional terms. It runs to approximately one page.)

Oral examination, part a conversation I

(The five topics are Basic small change; The pupil in society; The country whose language we learn; Travel, localities, holidays; Sports and recreation. Each of these has five sub-sections, e.g. Basic small change : telling the time, dates. Sports and recreation : a hobby of choice.) (Source 1)

Oral examination, part a conversation II

List 1 will contain simple questions such as time, number, weather, etc. List 2 will contain more difficult questions such as descriptions, reasoning, knowledge of tenses etc. (Source 2)

Oral examination, part a conversation III

(Ten role-playing situations. Within each topic details are given of what is expected from the candidate, e.g. Finding one's way: reference to transport, distance, time, cost; conventional expression for giving directions. Entertainments: enquiries and booking seats for theatre, cinema, bullfight or sporting events.) (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information on marking principles, criteria of assessment and scoring have been provided for the oral examination, part a only. For each test, the information runs to a few lines.) (Source 2)

(See mark allocations opposite.)

Oral examination, part reading I

In each sentence a number of key sounds will be indicated and teachers are to award one point for each of these sounds correctly pronounced. If the sound is incorrect no marks are to be awarded. (Source 2)

Oral examination, part a reading II

...to be marked subjectively, five marks being made available for intonation, interpretation, fluency and general impression. (Source 2)

Oral examination. part a conversation I, conversation II, conversation III

In the conversation section of the examination the teacher should look rather for:

a. ready comprehension of the question;
b. an appropriate and accurate response, delivered without undue hesitation;
c. fluency, accurate pronunciation and intonation.

For a combination of these, full marks should be given.
Faults for which half-marks should be deducted are, for example:

a. Gross grammatical or syntactical errors, such as a wrong word order in German or a wrong verb-form in French;
b. the answer 'yes' or 'no' when a more explicit reply is obviously desirable;
c. imperfect understanding of the question leading to a partially wrong answer.

(Source 2)

Oral examination, part a conversation I

(Ten marks based on general impression.) (Source 2)

Oral examination, part a conversation II

(For list 1 questions, one mark for each question on the scale nil, half, one. Two marks for each list 2 question on the scale nil, half, one, one and a half, two.) (Source 2) One reply of "I don't know" properly expressed in the language may be allowed to count for marks. Complete sentences should not be insisted upon but unnatural terseness should be penalised . (Source 2)

Oral examination, part a reading and conversation

Teachers who opt for assessment over a period of time will be expected to provide sample material for their own tests covering the two parts of the reading test and the three parts of the conversation test. They are free to vary the type of material used and in particular in part III of Conversation [situations] to adopt one or more of the suggestions included in the sample material which was circulated with Newsletter 18 rather than confining themselves to assessing ability by seeking questions from the candidates. (Source 1)

D. SOURCES

All published by the Associated Lancashire Schools Examining Board.

1 Certificate of Secondary Education. Examination Syllabus 1979. Modern languages.

2 Certificate of Secondary Education. Instructions for the examination 1979. Modern Languages French, German, Spanish.

3 Certificate of Secondary Education. German / Listening comprehension. May 1978. Teachers' material. (confidential).

4 Certificate of Secondary Education. German / Written. May 1978.

Table 81 Associated Lancashire Schools Examining Board CSE : German Two written papers and an oral examination

	I ORAL	II AURAL	III READING	IV WRITING	V BACKGROUND
Paper	EITHER by periodic teacher assessments culminating in a final mark to be submitted to the Board OR by a test administered at the end of the course using material supplied by the Board. Oral examination[1], part a reading and conversation (reading I, reading II, conversation I, conversation II, conversation III)[2]	Oral examination, part b listening comprehension, part I, part II	Written paper, part a comprehension I, part b comprehension II	Written paper, part c free composition	Written paper, part d background knowledge
Time	Reading I and reading II 5 mins plus 5 mins preparation time[2] Conversation I, conversation II, conversation III 15 mins plus preparation time for conversation III, (see below, conversation III should last about 3 mins[2])	about 45 mins	Written paper total 1¾ hours	Written paper total 1¾ hours	Written paper total 1¾ hours
Marks	Periodic assessment and formal tests: reading I approx. 3%[2] reading II approx. 3%[2] conversation I approx. 5%[2] conversation II approx. 8%[2] conversation III approx. 8%[2]	approx. 26%	a approx. 13% b approx. 11%	18% approx.	approx. 5%
Description	Reading aloud /I.1/. I Ten separate sentences in German. Candidates should be instructed to read each one slowly and deliberately and to pause a few moments between one sentence and the next[2]. II Continuous passage(s) to be read at normal speed[2]. Conversation tests: I Questions from a set list /I.2b/. Each candidate should be asked ten questions from a list of forty questions to include some from each of the four groups of topics[3]. At the examination the list is made up of ten questions from each of the topics I and II, and from each of two topics III, IV and V. The teacher may ask his own questions if this would facilitate the conversation, although approximately the same subject matter should be maintained[2]. II Questions on a series of pictures /I.2c/. Board supplies a number of sheets each depicting four consecutive scenes involving movement and action[2], accompanied by two lists of ten questions. List 1 contains simple questions, list 2 more difficult questions[4]. The teacher selects one randomly for each candidate and asks five questions from each list. Questions may be repeated if necessary. Where there is no comprehension, the teacher should proceed to the next question. Complete sentences should not be insisted upon[2]. III Role-playing /I.3/. Based upon the ten prescribed situations[3]. Candidate selects three situations randomly from ten role-playing cards. After a short period allowed for studying the situations he selects the one on which he wishes to be tested. He is allowed a further five minutes to study this final selection and to make notes. He is then required to ask questions of the teacher to obtain the information outlined in the card[2]. The assessment may be based at the school's discretion either on formal tests, see above, or on a series of tests held throughout the latter part of the course based on material provided by the teacher. In either case the test must be conduted by the teacher and will be moderated by the Board[2,5].	Listening comprehension: questions in written English; answers in written English /II.1a/. I Variety of questions calling for short answers recorded on tape. Test is played once only[6]. II Narrative passage (about 150 words) read by the teacher. Whole passage is read once at normal speed, then the question papers are distributed and the candidates are given three minutes[6] to study the questions. The passage is read again in sections. After each section has been read, candidates answer the questions on that section. The whole passage is read a third time with five minutes for revision.	a Written comprehension: foreign language passage: multiple-choice questions in foreign language /III.2c/. Questions of the objective type. b Written comprehension: questions written in English; answers written in English /III.2a/ Questions on passages. Candidates should give as much information as possible[7].	Composition /IV.3/ 100 - 130 words on one topic or about 60 words on each of two topics. Choice given: a picture/picture series; given topic; dialogue to be continued; outline in the language; letter to be answered. Tenses should be appropriate to the alternative chosen.	Questions requiring brief answers /V.1/. There will be a wide choice of topics.

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[1] Additional information published: See Source 2 opposite

[2] See Source 2 and Section B opposite

[3] List published: See Source 1 and Section B opposite

[4] See Section B opposite

[5] See Section C opposite

[6] See Source 3 opposite

[7] See Source 4 opposite

Table 82 East Anglian Examinations Board German Syllabus (North) CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

The candidate will be expected to be able to understand and communicate in the foreign; language in realistic everyday situations. The examiners will assume that the following skills have been developed:

a. the ability to understand the spoken language;
b. the ability to speak the language;
c. the ability to understand the written language;
d. the ability to write the language.

They will also assume that the candidate has been brought into contact with the country and its culture as an integral part of the examination course. In order to obtain a more accurate assessment, the candidate will be tested on each skill separately. With this object in mind, the examination has been designed so that wherever possible the candidate is not required to employ one skill in order that a second one be tested. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(Specific but brief information has been provided on vocabulary and use of tenses in Source 1 and Source 2.)

Vocabulary

The vocabulary employed in the examination will be that commonly associated with the (sixteen topics listed....) (Source 1) (Sixteen topics are listed, some with closely allied subjects, e.g. animals, parts of the body and clothing.) (Source 1)
A small portion of the vocabulary used in the examination may not necessarily be included in the ...topics, but its meaning will be readily understood from the context. (Source 1)

It is impossible to give an exhaustive vocabulary without, by implication, excluding what is not listed therein. In general, the scope of the vocabulary expected of the examination candidate will be that which the pupil of average ability should have acquired during the course of study. (Source 2)

Use of verbs

The following (list is) not to be regarded as a restriction on the teacher but as a guide to what may be demanded of candidates in the examinations. (Source 1) Recognition and use of strong, weak and modal verbs in current use. The following tenses to be recognised and used: present, imperfect, perfect, pluperfect, future, conditional. Recognition but not use of the passive. Recognition but not use of the subjunctive [except that the use of "möchte" may be required]. Use of the "du" and "Ihr" forms is to be covered. The pupil should be able to use the imperative and common impersonal expressions. (Source 1)

Oral test, Item 2 role-playing situations

(Thirteen role-playing situations, e.g. Cinema, Lost Property Office. Certain topics may provide more than one situation.) (Source 1)

Oral test, Item 3 general questions

(Ten questions of a more general nature based on five of the sixteen topics listed under Vocabulary above.) (Source 1) These questions...are intended for development or to provide scope for a short conversation which may well depart from the original topic. (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information is given in Source 2. In the case of the written papers, details are given on how to achieve good marks and on the nature of the marking scheme. For the oral test information is also given in Source 1. In both Source 1 and Source 2 information does not run to more than a few lines for each test.)

(See mark allocations opposite.)

General

A positive system of marking will be used throughout the examination in all three languages. (Source 2)

Paper 1, Comprehension, part A listening comprehension and part B reading comprehension

Marks will be awarded solely on the basis of the factual accuracy of the answers given. (Source 2)

Paper 1, part A listening comprehension

A full sentence is not required, provided that all the information asked for is given. (Source 2)

Paper 1, part B reading comprehension

A full sentence is not necessary, provided that all the information required is given. (Source 1)

Paper II, Written production, part A and part B

In both parts of this paper, credit will be given for variety in vocabulary and structure. (Source 2)

In 1979 the syllabus requires that more emphasis be placed on written production and it is hoped that schools will provide candidates with practice in writing simple correct German sentences. (Source 3)

Paper II, part B composition

Candidates should be instructed to keep to the story-line and to make adequate reference to all the pictures in the set [in the past, candidate have frequently expanded all their allowance of words on the first one or two frames and thereby deprived themselves of the means of telling the complete story.] (Source 2) Credit will be given for the correct layout of the letter appropriate to the foreign language. (Source 1) The phrase "correct layout of the letter" means that the date, salutation and valediction are to be given in the manner appropriate to the language. The date must be written....It will not suffice to put, e.g. "22/2/79". Examples of acceptable forms of salutation and valediction are given (in Source 2). (Source 2)

Oral test, Item 1 questions on a picture

Where the candidate is unable to answer the questions as given, it may be asked in a different form or a different approach may be used, but this will be reflected in the marks awarded. The number of marks which may be awarded is shown at the end of each question. The total score is to be divided by four to reduce it to a mark out of 10%. (Source 2) (Each of the ten questions is worth four marks.) (Source 2)

Oral test, Item 2 role-playing situations

(Two situations, each marked out of maximum 10 marks. Each of candidate's contributions to be awarded 0, 1, 2 or 3 marks). For each situation an additional mark (or ½ mark) may be awarded for overall fluency and use of common courtesies. (Source 4).

Oral test, Item 3 general questions

This part of the test lays emphasis on fluency. (Source 1)

D. SOURCES

All published by the East Anglian Examinations Board.

1 Section 9. Modern languages syllabuses 1979.

2 Section 9. Modern languages Mode 1 (North). Specimen paper. 1979.

3 Chief examiners' reports 1978. Modern languages. Section 9. German N/9/·/G.

4 Modern languages Mode 1 (North) 1979. Administrative instructions and notes for guidance in the conduct of the oral tests. G.N.9 (T) ORALS 1979.

Table 82	East Anglian Examinations Board	CSE : German (North)	Two written papers and an oral test	
	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral test[1], Item 1 picture, Item 2 role-playing, Item 3 general questions	Paper I, Comprehension, part A listening comprehension	Paper I, Comprehension, part B reading comprehension	Paper II, Written production, part A, part B
Time	Oral test total 20 mins plus 10 mins preparation time for Items 1 and 2	45 mins	45 mins	1¼ hours
Marks	1 10% 2 10% 3 10%	25%	20%	A 10% B 15%
Description	1 Conversation on a single picture /I.2c/. Candidate answers ten set questions on a single picture. Board supplies four pictures. The teacher should not prompt the candidate, but where the candidate is unable to answer the question as given, it may be asked in a different form or a different approach may be used[2,3]. 2 Role-playing /I.3/. Candidate is given two role-playing situations based on thirteen prescribed situations[4] selected randomly by the teacher from sixteen role-playing cards which should be used equally. Each card has instructions in English[2] giving the candidate the three questions he is to put to the teacher. The teacher introduces each role in turn with the appropriate introduction suggested in his script, then the candidate asks the three questions. The teacher should have previously prepared possible answers to the candidates questions, although his script gives suggested replies, also indicating the type of natural responses in German expected from the candidate. These are not prescriptive[2,3]. 3 Conversation from a set list /I.2b/. The candidate answers two questions selected by the teacher randomly from a list of ten questions of a more general nature based on five of the sixteen prescribed topics[4]. Each topic has two questions. The candidate will be required to answer questions on two different topics. The questions are intended for development or to provide scope for a short conversation which may depart from the original topic[3]. Conducted and marked by a teacher.	Listening comprehension: questions in written English; answers in written English /II.1a/. Twenty short passages are read aloud to the candidates by the teacher each with a single question. Candidates have the questions in front of them before the examination begins. Each passage is read twice. Candidates must not write anything during the first reading which should be slightly slower than normal. When the candidates have been given sufficient time to write their answers, the passage is read a second time at normal speed followed by a short pause for candidates to revise their answers. A full sentence is not required provided that all the information asked for is given[2,3].	Written comprehension: questions written in English; answers written in English /III.2a/. Candidates answer five questions in English on each of four passages which are longer than those for Listening comprehension. A full complete sentence is not necessary.	A Composition /IV.3/. Candidate is presented with four unrelated pictures and is required to write a description of each one in 25 - 30 words. The use of present tense is acceptable; other tenses may be used where more appropriate[3]. B Composition /IV.3/. Letter (120 - 150 words) to a pen-pal based on stimulus material provided by a picture series using past tenses. The candidate is required to identify himself with the person in the story. Both salutation and valediction are to be given in the manner appropriate to the language[3,5].

[1] Additional information published: See Source 2 opposite

[2] See Source 2 opposite

[3] Specimen provided: See Source 2 opposite

[4] List published: See Source 1 and Section B opposite

[5] Examples of acceptable forms of salutation and valediction given: See Source 2 and Section C opposite

Table 83 East Anglian Examinations Board German Syllabus (South) CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

A pupil may reasonably be expected: 1. to understand the language when it is spoken; 2. to express himself orally in the language; 3. to understand the language when he *reads it; 4. to express himself in writing in the language; 5. to have acquired some knowledge of the general background of the people who speak the language as their mother tongue. [N.B. This will be examined as part of the Oral test]. *"reads" should not be taken to mean "reads aloud". (Source 1)
..."language" shall be deemed to mean "everyday language applicable to situtations within the candidate's experience". (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(The Board has provided specific information on both grammatical content and vocabulary in Source 1 which runs to approximately one page. Additional information on vocabulary has been provided in Source 6, a basic word list.)

(In Source 1) the headings for vocabulary attempt to define a field which should come within the candidate's experience, and the outline of grammar represents what is considered necessary for adequate comprehension and the use of the language. It is not of course intended that schools must restrict themselves to what is suggested. (Source 1)
(The Board gives eighteen headings for vocabulary, some supplemented by closely allied subject areas, e.g. Entertainments; Youth Hostels and Foreign lands.) (Source 1)
(The list of grammatical items is in conventional terms. It runs to approximately half a page.) (Source 1)
(Source 6, a basic German word list runs to approximately nine pages covering some 1250 items.) This list of some 1250 items is an attempt to provide teachers of German with that guidance on basic vocabulary which Le Français Fondamental [Premier Degré] affords teachers of French. It is not intended to be in any way restrictive as far as teaching is concerned, but the Board will ensure that in its German examinations in Mode 1 and 2 South, vocabulary outside this list is kept to a minimum.
In the case of verbs, only the infinitives are given. The genders and, where necessary the plurals of nouns are given....(Source 6)
It is suggested that the following also be regarded as basic, although they do not appear in the list: 1. Cardinal numbers up to 100; 2. Ordinal numbers up to 31; 3. Common contractions such as: am, im, zum, zur, aufs. (Source 6)

Oral test, Item 1 situations
(Ten areas are listed, e.g. Travelling by car - at the garage, breakdowns, routes and directions.) (Source 1)

Oral test, Item 2 prepared questions
(Ten themes each with three easy and four more difficult questions, e.g. myself.) (Source 1)

Oral test, Item 4 questions and conversation on prepared topic
(Seven topics are listed, e.g. My plans for the future.) (Source 1)
Although these topics do not preclude the possibility of preparing a topic based on the foreign country, they have been chosen so that every candidate may, if he so prefers, discuss a subject within his personal experience. (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information has been provided for the Oral test only in Source 2. Information is given on each item, running to a paragraph or two per item. Other information is derived from the sources indicated, including Source 8 which appears to be relevant to German.)
(See mark allocations opposite.)

Oral test, Item 1 situations
A natural response, whether phrase or sentence, will gain full marks. Common courtesies, where appropriate, must be included for full marks. (Source 2)
[Mark, four, three, two, one or nil.] (Source 2)

Oral test, Item 2 prepared questions
The candidate will lose one mark if repetition of any question is necessary through lack of comprehension. The candidate's first answer, including spontaneous correction, must be accepted and marks awarded accordingly, two marks being deducted if a finite verb is omitted or used incorrectly and one mark for other errors. (Source 2)
[Mark, four, three, two, one or nil.] (Source 2)

Oral test, Item 3 questions on prepared pictures
A question may be repeated as it is set, with a reduction of one mark. If a candidate answers the question wrongly when it is first put, it should not be repeated but simply marked as nil. The response to a question must contain a finite verb. Answers beginning [e.g.]..."Weil"...are acceptable where appropriate to the questions....two marks are to be deducted for grammatical errors, but the candidate who shows that he has comprehended the question may be given one mark even though his answer would otherwise have earned no marks. (Source 2)
[Mark four, three, two, one or nil.] (Source 2)

Oral test, Item 4 questions and conversation on prepared topic
...there is scope for the more able candidates to use a variety of tenses and gain credit accordingly. Where a weaker candidate shows a more limited command of tenses, the mark will reflect this. In the first part...ten questions should be put to the candidate and marked on impression out of a total of twenty. Fluency and pronunciation should be taken into account. Single word answers gain no marks....The idea of the second part is to test the candidate's ability to converse in the foreign language and not his retention of pre-learnt material. An examiner who ignores this principle is likely to prejudice his candidate's chances of earning good marks. This part is also marked on impression out of twenty. (Source 2) (There are six categories of grading for both parts.) (Source 2)

Written papers, general comments
If one may presume to offer advice for future years, then it is: a. to learn the question words more thoroughly; b. to answer the questions more precisely; c. to learn to write more simply and observe meticulously the basic structures in essay writing. (Source 7)

Paper I, question 1
In preparing for this type of question it is reasonable to expect that such stock question words as "wo?" "wie?" "warum?" "was?" "wer?" and one or two others will be familiar to the candidates....(Source 7)
In respect of the factual answers looked for...far too many are content merely to repeat the question....The marking scheme for this question (is) quite lenient....(Source 7)

General
The examiner must be satisfied with the candidates performance in all sections of the examination. (Source 1)

D. SOURCES (All published by the East Anglian Examinations Board.)

1 Section 9. Modern languages syllabuses 1979.
2 Modern languages Mode 1 (South) 1979. Administrative instructions and notes for guidance in the conduct of the oral tests. G.S.9(T) Orals 1979.
3 Modern langauges Mode 1 (South). Specimen oral tests and notes for guidance 1978. Section 9.
4 Mode 1 (South). German. Listening comprehension. S/9/-/G. German (Paper II) (Supervisors only) May 1978.
5 Mode 1 - South. German (Paper I) S/9/-/G. May 1978.
6 Modern languages (South). Basic German Word List.
7 Chief examiner's reports 1978. Modern languages. Section 9. German S/9/-/G.

Table 83 East Anglian Examinations Board CSE : German (South) Two written papers and an oral test

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral test[1], Item 1 situations, Item 2 prepared questions, Item 3 questions on prepared pictures, Item 4 questions and conversation on prepared topic	Paper II, question 1 listening comprehension	Paper I, question 1 Paper II, question 2 reading comprehension	Paper I, question 1, question 2
Time	Oral test total 10 - 12 mins plus preparation time for Item 1[2]	30 mins[6]	I total 1½ hours II 2 30 mins[6]	1½ hours
Marks	1 10% 2 10% 3 10% 4 10%	10%	I 1 15% II 2 10%	I 1 15% I 2 25%
Description	1 Role-playing /I.3/. Candidate is required to take part in two brief dialogues with the teacher based on the ten prescribed situations[3]. The two situations are selected randomly by the teacher from ten role-playing cards, each containing five instructions in English. Different combinations of cards are to be used for successive candidates. The teacher has a script with his own responses in German and candidate's instructions in English. If the candidate cannot find the necessary response to a section, the teacher may bridge the gap by an appropriate interpolation or instruct the candidate to proceed to the next part of the dialogue[2,4]. 2 Questions from a set list /I.2b/. Based on the list of seventy prescribed questions arranged into ten themes[3]. Each of the ten themes contains three easy questions and four more difficult ones. In the test the candidate will be asked one set of ten questions representing all ten themes, the various permutations indicated by the Board. Of these, six will come from the harder sections. Each set is chosen randomly by the teacher who may repeat a question but not rephrase it[2,4]. 3 Questions on a single picture /I.2/. In the Spring term of the examination year the Board supplies each school with copies of four pictures to be taken into use immediately in the preparation of candidates for the examination. In the test the candidate is required to answer all ten of the question set on the picture which is chosen randomly by the teacher. He is required to give his answer in a complete sentence using the tense appropriate to that of the question. The teacher must not prompt the candidate, but may repeat a question as set[2,4]. 4 Conversation on a prepared topic /I.2b/. Suitable visual material may be used. Each candidate is required to choose one of the seven prescribed topics[3]. and must be prepared to discuss it in the test without delivering a set speech or mere recitation of facts. After the ten questions the teacher should proceed to a more spontaneous conversation of similar length to the first arising from the topic. The teacher should phrase at least a couple of questions in such a way as to elicit a response in tenses other than the present, where this has not occurred in the first part[2,4,5]. Conducted and marked by the candidate's teacher. A sample is recorded on tape and sent to the moderator for external moderation[2].	Listening comprehension: questions in written English; answers in written English /II.1a/. Whole passage is read to the candidates by the teacher, then the candidates are given time to read the questions set on that passage. The passage is read a second time in sections. After each section has been read, candidates answer the questions set on that section. When all the sections have been read, the whole passage is read again with five minutes for revision. Candidates must not write anything whilst the passage is being read[6].	I 1 Written comprehension: questions written in foreign language; answers written in foreign language /III.2b/. Questions are graded in difficulty involving a variety of tenses. The candidate is expected to answer in a sentence or clause. The tense and form of the candidate's answers should suit those of the question[7]. See IV WRITING. II 2 Written comprehension: questions written in English; answers written in English. /III.2a/.	I 1 Written comprehension: questions written in foreign language; answers written in foreign language /IV.2/. Questions are graded in difficulty involving a vareity of tenses. The candidate is expected to answer in a complete sentence or clause. The tense and form of the candidate's answers should suit those of the question[7]. See III READING. I 2 Composition /IV.3/. Candidates are required to write 100 - 120 words on one of the following compositions using a variety of tenses as appropriate. Each year only one topic from the following alternatives will be offered giving a choice of three subjects: Letter: EITHER a letter to be written by the candidate based on a given outline OR a reply by the candidate to a letter in the foreign language which will be given in full on the question paper. Story: based on a series of pictures, possibly with some guidance provided by the examiner. One of the following: a. a story guided by a supplied summary in the language; b. the continuation of a given story; c. unassisted composition /choice of three titles/.

1 Additional information provided: See Source 2 opposite

2 See Source 2 opposite

3 List published: See Source 1 and Section B opposite

4 Specimen published: See Source 3 opposite

5 See Section B opposite

6 See Source 4 opposite 7 See Source 5 opposite

Table 84 East Midland Regional Examinations Board German Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

...to provide a qualification for candidates who have attained a reasonable standard in comprehension of both spoken and written German and who are able to express themselves in the language with satisfactory pronunciation and fluency. Candidates will also be expected to have some knowledge of the background and customs of the countries in which German is spoken.

The examination is designed to test the following skills: i. knowledge of simple vocabulary; ii. knowledge of grammatical structure; iii. knowledge of common everyday expressions; iv. knowledge of historical, geographical and cultural background; v. understanding of simple continuous spoken German; vi. understanding of simple continuous written German; vii. ability to communicate in simple spoken German; viii. ability to read and write simple German; ix. a degree of accuracy in: a. spelling, b. sentence structure, c. grammar in context, d. use of present, past and future tenses. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information provided. Information is derived from the sources indicated.) The course of study should cover the basic essentials of grammar....The main emphasis should be on the oral approach. This clearly limits the necessity for detailed study of difficult grammatical constructions. (Source 1)

Paper 1B, part 2 composition

(An example of the type of letter is given e.g. Gestern war Ihr Geburtstag. Erzählen Sie einem deutschen Freund, was passiert ist, and danken Sie ihm für sein Geschenk. An example is also given of the type or story set for the continuation of the narrative e.g. Eine Schulgruppe machte eine Reisse in die Berge. Plötzlich begann es heftig zu schneinen.... Erzählen Sie weiter!) (Source 1)

Paper 2B, part 2 background knowledge

(Fourteen topics, each with specified subjects to be studied are listed: Seven in section A, e.g. Towns: Hamburg, Bern, Salzburg, Leipzig, Stuttgart, Frankfurt am Main; Communications: Die Bundesbahn, Lufthanse, Transport systems in Switzerland: and seven in section B, e.g. Sport, pastimes and entertainment: Das Theater, Der Fussball, Die Kurorte; History: Martin Luther, Friedrich der Grosse, Otto van Bismarck, The Swiss Confederation.) (Source 1)

Oral test, part 2 conversation

(The conversation test includes questions taken from the eleven prescribed topics, e.g. weather, school.) (Source 1)

Candidates will be expected to talk about the past and future as well as the present. (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information is provided on the grading scheme and criteria for awarding each of the six grades used for both the reading and conversation tests in the oral test. The information runs to approximately half a page. (Source 1) Other information is derived from the sources indicated.)

(Five marks are available for the reading test and fifteen for the conversation test.) (Source 1)

Oral test, teacher's assessment

It is suggested that a record of marks for oral work be kept by the teacher during the whole of the last year, so that progress and development may be considered in the final allocation of marks. (Source 1)
(Ten marks are available for the teacher's assessment.) (Source 1)

Teachers are requested to use as wide a range of marks as possible. (Source 1)

Paper 1B, part 2 composition

(The accuracy mark is out of eighty; marks are lost through bad spelling and grammatical mistakes. Content mark is out of twenty with credit given for good vocabulary and phrases, correct use of the past tense and more complicated word order, e.g. conversation and subordinate clauses.) (Source 6)

Paper 2B, part 1 picture question

(In all but the last question, candidates should be encouraged to give as much detail as seems necessary. The last question carries a double allocation of marks and requires a slightly longer answer.) (Source 6)

Paper 2B, part 2 background knowledge

Marks can only be awarded for specific details which refer to the particular topic, not generalisations that could refer to any similar topic. (Source 6)

D. SOURCES

All published by the East Midland Regional Examinations Board.

1 German 1979.

2 Mode 1 German 1979. Procedure for the assessment and moderation of oral marks.

3 German. Paper 1A. Aural comprehension. 1978.

4 German. Paper 2B. Instructions to supervisors. Picture question. 1978.

5 German. Paper 2A. Instructions to supervisors. Dictation. 1978.

6 German. Mode 1. Examiner's report. 1978.

Table 84 East Midland Regional Examinations Board CSE : German Two written papers and an oral test

	I ORAL	II AURAL	III READING	IV WRITING	V BACKGROUND
Paper	Oral test, part 1 reading, part 2 conversation plus an assessment by the teacher of the candidate's oral performance during the course[1]	Paper 1A, aural comprehension Paper 2B, part 1 picture question	Paper 1B, part 1 written comprehension	Paper 1B, part 2 composition Paper 2A, dictation Paper 2B, part 1 picture question	Paper 2B, part 2 background knowledge
Time	not indicated	1A ½ hour 2B 1 ½ hour	1B total 1 hour	1B total 1 hour 2A ½ hour 2B 1 ½ hour	¾ hour
Marks	Reading 5% Conversation 15% Teacher's assessment 10%	1A 10% 2B 1 10%	10%	1B 2 15% 2A 10% 2B 1 10%	15%
Description	1 Reading aloud /I.1/. About 100 words. Several passages are provided by the Board to be used in rotation. Five minutes preparation time is allowed. 2 General conversation /I.2/. Questions taken from the eleven prescribed topics will be included[2]. The teacher administers the reading and conversation tests to all candidates shortly before the visit of the moderator who administers the test a second time to a sample of candidates in the presence of the teacher who has conducted any internal moderation in the school. The marks awarded by the teacher may be adjusted if necessary by the moderator[3].	1A Listening comprehension: questions in written English; answers in written English /II.1a/. Whole passage (200 - 250 words) is read aloud by the teacher at a moderate speed, before the candidates see the questions. At the end of the first reading candidates have two minutes to study the questions, then with the questions in front of them the passage is read a second time in three sections with a pause of one minute after each section. During these pauses candidates may make notes. A third and final reading without pauses is made and the candidates have fifteen minutes for writing the answers which need not necessarily be in complete sentences. Candidates must not write anything whilst the passage is being read[4]. 2B 1 Picture/listening comprehension: questions given orally in the foreign language; answers written in the foreign language /II.4/. Each candidate has a copy of the picture and the examiner reads out the 10 - 15 questions in German to be answered in German. Two minutes are allowed for the candidates to study the picture before the questions are read out. Each one is read out twice slowly and clearly[5] and reasonable time is allowed for writing down the answer before proceeding with the next question. See IV WRITING.	Written comprehension: questions written in English; answers written in English /III.2a/. Narrative (about 150 words) with ten questions.	1B Composition /IV.3/. About 150 words using a past tense wherever appropriate based on one of the following (three topics will be set): i. a letter[6] ii. continuation of a given narrative[6] iii. recounting in the past tense the events suggested by a series of pictures. 2A Dictation[7] /IV.4/. 2B Picture test: questions given orally in foreign language; written answers in foreign language /IV.6/. Each candidate has a copy of the picture and the examiner reads out the 10 - 15 questions in German to be answered in German. Two minutes are allowed for the candidates to study the picture before the questions are read out. Each one is read out twice slowly and clearly[5] and reasonable time is allowed for writing down the answer before proceeding with the next question. See II AURAL.	Questions requiring brief answers /V.1/. Candidates will be required to write a paragraph of about sixty words or six sentences on each of five topics selected from the prescribed list of fourteen topics which is divided into two equal sections, each with several items[8]. Two questions should be selected from each of the sections, and the fifth from either. In each of the fourteen topics questions will be set on at least half the items.

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1 See Section C opposite

2 List published: See Source 1 and Section B opposite

3 See Source 2 opposite

4 See Source 3 opposite

5 See Source 4 opposite

6 See Section B opposite

7 Instructions published: See Source 5 opposite

8 List published: See Source 1 and Section B opposite

Table 85 Metropolitan Regional Examinations Board German Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

The syllabus is intended to allow considerable liberty to the teacher. Emphasis is laid on the basic patterns of the language and on words and constructions which are in common use. Great importance is attached to the language as a living means of communication and in particular to the spoken language....(Source 1)

Oral examination, part a reading

The purpose of the reading passage will be to judge intonation and pronunciation only. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(Specific information is provided in Source 1 which runs to approximately half a page on vocabulary and grammatical content.)

Vocabulary

Candidates will be expected to know only common words associated with the following topics or topics allied to these: the family, the street, people [age, profession, relationships], travel, the human body, clothes, routine of daily life, meals, work, pastimes, shopping, weather, countryside, seasons, months, days, the time, numbers, dates. (Source 1)

Grammatical content

(List of grammatical items in conventional terms is provided.) (Source 1)

Oral examination, part bii set questions

All the tenses mentioned in the syllabus for active use may be included in these questions. (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information on the marking scheme,grades and scoring has been provided for the the oral examination only in Source 2.)
(See mark allocations opposite.)

Oral examination, part a reading

(Five categories of grading with criteria for assessment shown for each.) (Source 2)

Oral examination, part bi picture questions

(Twenty marks are available to be awarded on impression. Two marks are available for each of the ten questions.) (Source 2)

Two marks : for a full, correct answer. One and a half marks : for an answer which contains a minor error, e.g. a gender. One mark : for an answer which contains a major error, e.g. in a verb, or two minor errors, or a correct answer in the form of a phrase. Half a mark : whatever the quality of the language, if the answer shows that the question has been understood; and for a one word answer. No marks : if no answer given, or answer shows that question has not been understood. (Source 2)

In each case full marks should be given only for an answer in the form of a complete correct sentence or sentences. (Source 2)

Oral examination, part bii set questions

(Thirty marks are available for each of the ten questions.) (Source 2)

Three marks : for a full, correct answer. (Deduction of) half a mark for each minor error. (Deduction of) one mark for an error in the verb. One and a half marks : for a correct answer in the form of a phrase which shows that the question has been understood. One mark : whatever the quality of the language, if the answer shows that the question has been understood; and for a one word answer. (Source 2)

In each case full marks should be given only for an answer in the form of a complete correct sentence or sentences. (Source 2)

D. SOURCES

All published by the Metropolitan Regional Examinations Board.

1 Section 10. Syllabuses for modern languages (French, German, Spanish) 1979.

2 1979 Instructions for the conduct of the examination. Mode 1. French (CSE) German (CSE) Spanish (CSE) French (CEE).

3 German. Paper 1. Listening comprehension (Teacher's paper). June 1978.

4 German. Paper 2. Dictation (Teacher's paper). June 1978.

Table 85	Metropolitan Regional Examinations Board	CSE : German	Four written papers and an oral examination	
	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral examination[1] , part a reading, part bi picture questions, part bii set questions	Paper 1, Listening comprehension	Paper 3, Reading comprehension	Paper 2, Dictation Paper 4, Free composition
Time	10 - 12 mins plus 10 mins preparation time for part a and part bi[1]	30 mins	30 mins	2 30 mins 4 45 mins
Marks	a 5% bi 10% bii 15%	20%	20%	2 10% 4 20%
Description	a Reading aloud /I.1/. Only one prose passage is provided which may contain direct speech. bi Questions on a series of pictures/single picture /I.2c/. Based on one single pictures or one of three groups of pictures in any one year which is selected by the candidate randomly from the three provided. Ten questions are set on the picture. If no answer is given after a reasonable time the question may be repeated once but not rephrased[1]. bii Questions from a set list /I.2b/. One group of ten questions is selected randomly by the teacher from the list provided. The questions may include all the tenses mentioned in the syllabus for active use. If no answer is given after a reasonable time the question may be repeated but not rephrased[1]. The Oral examination is conducted, marked and recorded by a teacher in the candidate's own school. Recordings of the whole examination of each candidate are sent to the Board's assessor for moderation. He will assess the work of not less than 30% of the candidates, and if necessary, will adjust the marks awarded by the teacher.	Listening comprehension: questions in written English; answers in written English /II.1a/. A passage is read aloud to the candidates three times by the teacher. Each of the three readings should be at a moderate speed[2]. The whole passage is read aloud once, then papers are distributed and the candidates are allowed three minutes to study the questions. The passage is read a second time in two sections. During this reading, there are two intervals of seven minutes each. During each interval candidates answer the questions set on the section which has just been read. The whole passage is read a third time with three minutes final revision. Candidates must not write anything while the passage is being read[2].	Written comprehension : foreign language passage : multiple-choice questions in foreign language /III.2c/. Twenty multiple-choice items[1]: a stem followed by a choice of five possible answers. Some items will relate to an isolated statement and some will refer to a passage or passages of continuous prose in German.	Dictation[3] /IV.4/. Composition /IV.3/. 110 - 130 words. Choice of subjects.

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1 See Source 2 opposite

2 See Source 3 opposite

3 Instructions published: See Source 4 opposite

Table 86 Middlesex Regional Examining Board German Syllabus

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

...a practical approach to language learning with emphasis on the spoken word, which will enable candidates to feel that they have achieved some appreciation of the language and way of life of the country they have been studying. Parts of the examination will assume some background knowledge of German-speaking countries. Basically, the examination will encourage candidates to show what they know rather than emphasise their deficiencies. The examination will call for: a. adequate comprehension of written and aural passages, coupled with the ability to write in German a free composition and simple answers to questions; b. the ability to pronounce clearly, read intelligently and produce simple replies in conversation on a selection of topics. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

Although it is considered that in most cases grammar should not be taught as such, an analysis of what might reasonably be expected to be covered may be helpful to the teacher...Candidates will be expected to show an adequate knowledge of the correct use (of the grammatical items listed). (Source 1)

(The Board has published a list of grammatical items in conventional terms in Source 1. The list runs to approximately half a page. No detailed information and no examples are given. A list of ten major topic areas, some with closely allied subject areas, e.g. dates, time, seasons, weather, food, drink are given for part ii, questions on topics and part iiib, role-playing and conversation of the oral test.) (Source 1)

Vocabulary should be that required to deal with everyday experiences in a German-speaking country. (Source 1)

(Other information is derived from the sources indicated. See also A above.)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information on marking principles and scoring is provided for the oral test only in Source 2. The document, a typed manuscript runs to one page,but is supplemented by the questions for part ii and part iiia of the oral test. Other information for the written paper is derived from the sources indicated.)

(See mark allocations opposite.)

Oral test, part i prepared reading

(Ten marks) to be awarded on an impression basis, bearing in mind accuracy of pronunciation, fluency and intonation. (Source 2)

(Six categories of grading.) (Source 2)

Oral test, part ii questions on topics

(Thirty marks. Three per question.) (Source 2)

...three marks for each totally or almost totally correct answer, two marks for an answer that is sound, comprehensible and reasonably accurate, and one mark for an answer that shows that the question has been understood and that, however poorly expressed would have been understood by a non-English speaking German. (Source 2)

Oral test, part iii questions on pictures

(Twenty marks. Four per question. Marks awarded on impression.) (Source 2)

Oral test, part iiib conversation

(Twenty marks awarded by impression. Four categories of grading.) (Source 2)

Oral test, part iiib role-playing

(Twenty marks.) (Source 2)

...prepared in advance and since it is an option against free conversation a very high standard will be required in order to achieve top marks. (Source

(Seven marks for each item. One mark deducted for each perceptible error of vocabulary, grammar or pronunciation.) (Source 2)

Written paper, part i comprehension and use of German

(Thirty marks, scaled to twenty. Marked on three point scale.) (Source 3)

Three marks for completely correct answer. Two marks for correct answer with one major or one or two minor mistakes, or for a correct but inferior answer. One mark for correct answer with two or more mistakes (minor and/or major). This mark is inalienable if the answer shows comprehension of both test and question. Nil marks for factually wrong answers, however well expressed. (Source 3)

Prospective candidates must be told that lifting from the text will only rarely yield marks. (Source 3)

Written paper, part ii comprehension: a test of a printed passage

(Ten marks.) One mark if answer is completely correct. Half a mark if answer is partially correct. (Source 3)

Written paper, part iii free compostion in German

(Twenty marks.) (Source 3). Mistakes are disregarded, positive marking only is used. One mark.... for each correct sentence, clause or phrase of 4 or 5 words. Half a mark....for each "good" word or idiom, shorter clauses or phrases, compound tenses, strong forms of verbs, etc. The remaining five marks are reserved for style, presentation, content, relevance. etc. (Source 3). Candidates should be informed that repetition of structures, phrases, etc. will not yield marks....A list of place names will not add marks. Words and phrases taken from other parts of the examination again will not be awarded any credit. (Source 3)

The School assessment

...based on all the work which candidates have done during the course - both written and oral. In determining school grades, teachers are advised to bear in mind the relative weighting given to written and oral work in the examination on which the regional assessment will be based. As the background knowledge of the history, geography and culture of Germany is not tested in the examination for the regional assessment, it is suggested that teachers may wish to allocate up to ten per cent of marks for this in arriving at the school assessment of each candidate. (Source 1)

The Regional assessment

In each subject the Board will also assess candidates on the basis of their performance in the formal examination. (Source 1)

The Final grade

In each subject, candidates will be given a Final grade, which will be determined by combining the School grade and the Regional grade, both having an equal weighting but the School grade being subject to statistical moderation by the Board. (Source 1)

D. SOURCES All published by Middlesex Regional Examining Board.

1 Constitution, regulations and Mode 1 syllabuses 1979 and 1980. Published 1977.

2 1979. German oral. Marking scheme.

3 German. Chief examiner's report 1978.

Table 86 Middlesex Regional Examining Board CSE: German Two written papers and an oral test

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral test[1], part i prepared reading, part ii questions on topics, part iiia questions on pictures, part iiib EITHER conversation OR role-playing	Aural comprehension test	Written paper, part i comprehension and use of German, part ii comprehension: a test of a printed passage	Written paper, part i comprehension and use of German, part iii free composition in German
Time	15 - 20 mins	½ - ¾ hour	Written paper total 1¾ hours	Written paper total 1¾ hours
Marks	i 5% ii 15% iiia 10% iiib 10%	10%	i 20% ii 10%	i 20% iii 20%
Description	i Reading aloud /I.1/. Prepared reading or recitation of a passage of candidate's own choice (120 - 150 words). Passage is prepared in advance by the candidate[2]. ii Questions on prescribed topics /I.2b/. Candidates will be asked ten prescribed questions based on the vocabulary of these prescribed topics[2]. Examiner chooses, at random, one of the three batches of questions provided by the Board. He should speak clearly at a natural pace without any prompting or undue repetition[1]. iiia Questions on a single picture /I.2c/. Five prescribed questions will be asked on a picture of examiner's choice. iiib EITHER General conversation /I.2/. Developed by examiner possibly but not necessarily on the basis of the pictures and of the topics. OR Role-playing /I.3/. Based on prescribed topics. Pictures are supplied by Board in advance to be prepared by candidates before test. In the test, the examiner selects one. Candidate presents three items, questions or statements[1]. Conducted and marked either by class teacher and recorded on tape, or by an external examiner.	Listening comprehension: questions in written English; answers in written English /II.1a/. Passage is read to candidates in German by teacher. Ten questions.	i Written comprehension: questions written in foreign language; answers written in foreign language /III.2b/. Ten questions. See IV WRITING. ii Written comprehension: questions written in English; answers written in English /III.2a/. Ten questions.	i Written comprehension: questions written in foreign language; answers written in foreign language /IV.2/. Ten questions. See III READING. iii Composition /IV.3/. Candidate may choose either two of set titles writing about 60 words on each or about 120 words on one.

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1 See Source 2 opposite

2 Specimen passages issued to schools by Board to indicate standard expected and for use in the examination if desired

3 List of topics published: See Source 1 and Section B opposite

Table 87 North Regional Examinations Board German Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

The purpose of the examination is to test the candidate's ability to understand the written and, above all, the spoken word and to test his ability to express himself fluently both in speech and writing. (Source 1)

Paper 1, section C reading comprehension and manipulation

The ability to write accurately in the language will be as important as the ability to understand the passage and the questions set. (Source 1)

Paper 2, section B listening comprehension

This will be a test of understanding, and there will be no undue reliance upon memory. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(The Board has provided specific information on vocabulary and structures in Source 1. Other information is derived from the sources indicated. Source 5 has been used here, as it applies equally to German.)

Vocabulary: the...list contains a number of topic areas in connection with which pupils could be expected to recognise and use the foreign language. The list is intended to be helpful to teachers, but it is not exhaustive. (Source 1) (Nineteen major topic areas are listed some with closely allied subject areas, e.g. sport, town, village and amenities.) (Source 1)

Structures: A list of structures is given for each language....(Source 1) The...list is not exhaustive, but has been prepared as a general guide to teacher preparing candidates for the examination. (Source 1) (The list is in conventional terms and runs to one page.) (Source 1)

Paper 1, section B letter

...(candidates) may be required to use both the past and future tenses as well as the present. (Source 1) ...the value of the exercise is to acquire a fairly standard formula with a set of ready-made conventional phrases....(Source 5)

Oral examination, section B conversation

...everyday topics such as those suggested in the syllabus. (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(No specific information has been provided. The following information has been derived from the sources indicated. It should be noted that as Source 5, which refers to French. but applies equally to German, contains much relevant information, it has been used here. The same applies to Source 7 which refers to Spanish.)

(See mark allocations opposite.)

General

In each language two written papers and a test of Reading and Conversation must be taken. No candidate will be assessed as grade 4 or above unless he satisfies the examiners in all elements taken together. (Source 1)

Paper 1

...there are three distinct types of writing being tested /"free narrative, conventional letter writing, use of obligatory structures in answer to questions"/, the paper providing a very accurate profile of the candidate in respect of this most difficult of skills.... (Source 5)

Paper 1, section A free composition

It will be possible for a candidate making effective use of the present as the narrative tense to achieve the highest grades, but extra credit will be given for intelligent use of other tenses. (Source 1)

Paper 1, section B letter

Candidates will be expected to write relevantly....(Source 1)

...the value of the exercise is to acquire a fairly standard formula with a set of ready-made conventional phrases....candidates must be severely warned against wholesale and indiscriminate use of such material and against ill-considered borrowing of material from the given letter. (Source 5)

Paper 1, section C comprehension and manipulation

...this exercise is a severe test for many candidates and requires their training in special and complex techniques....the passage itself has to be mastered with close attention to the structures and meaning in key sections, then the candidate has to understand the questions and make them link with the relevant sections, finally he has to compose answers containing all relevant material to get his marks for information and make all necessary changes in verb tense, person and agreements. As a general principle the candidate should always use the tense of the question in his answer....(Source 5)

Candidates must realise that the passage and questions are deliberately planned to make verbatim copying impossible and that the words given need to be manipulated to make a sensible answer. (Source 6)

The ability to write accurately in the language will be as important as the ability to understand the passage and the questions set. (Source 1)

Paper 2, section A reading comprehension

Candidates will be expected to show their understanding as fully as the questions require. (Source 1) Marks (are) lost...as a result of giving incomplete answers. (Source 7) It must be stressed again that close attention to detail pays dividends. (Source 5)

Paper 2, section B listening comprehension

...marks (are) lost for incomplete answers....(Source 7)

Oral examination, section A reading

In assessing the standard, the examiner will consider the candidate's pronunciation, intonation and phrasing. (Source 1)

Oral examination, section B conversation

In assessing the standard, the examiner will take account of the candidate's comprehension of the examiner, vocabulary and range of ideas and grammatical accuracy. (Source 1)

D. SOURCES

All published by the North Regional Examinations Board.

1 Certificate of Secondary Education, Modern languages. Syllabus for the 1979 examination. North Regional Examinations Board. 1977.

2 Certificate of Secondary Education. 1979 examination. Handbook for Modes 1 and 2. September, 1978.

3 Certificate of Secondary Education. 1978 examination. Listening comprehension passage. Teacher's and invigilator's copy.

4 Certificate of Secondary Education. 1978 examination. Paper 2, section A reading comprehension.

5 1978 Certificate of Secondary Education Examination. Chief examiner's report. French.

6 1978 Certificate of Secondary Education Examination. Chief examiner's report. German.

7 1978 Certificate of Secondary Education Examination. Chief examiner's report. Spanish.

Table 87	North Regional Examinations Board	CSE : German	Two written papers and an oral examination	
	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral examination, section A reading, section B conversation	Paper 2, section B listening comprehension	Paper 1, section C reading comprehension and manipulation Paper 2, section A reading comprehension	Paper 1, section A free composition, section B letter, section C reading comprehension and manipulation
Time	A 5 mins preparation time B 5 mins	40 mins[1]	1 total 1¾ hours 2A 45 mins[1]	1 total 1¾ hours
Marks	A 10% B 20%	25%	1C 10% 2A 15%	1A 10% 1B 10% 1C 10%
Description	Reading aloud /I.1/. One prose passage[1]. General conversation /I.2/. Conversation on everyday topics such as those suggested in the syllabus[2]. Conducted and marked by an examiner appointed by the Board. When the candidate's own teacher, or a teacher from the candidate's own school has been appointed by the Board to act as its examiner following attendance at co-ordination meetings throughout the year, he will assess the candidate's work. Where there is no school-based examiner, candidates' work will be assessed by a visiting examiner.	Listening comprehension: questions written in English; answers written in English /II.1a/. Prose passage (200 - 250 words). Whole passage is read aloud once, then candidates have five minutes to read the questions. Passage is read again in three sections. After each section candidates have two minutes in which they may make notes. Whole passage is read a second time after which candidates have fifteen minutes to write their answers. Candidates must not write anything whilst the passage is being read. Each reading of the complete passage should take approximately three and a quarter minutes[3].	1C Written comprehension: questions written in foreign language; answers written in foreign language /III.2b/. Prose passage. Answers must be in form of complete sentences, using tenses appropriate to the questions. See IV WRITING. 2A Written comprehension: questions written in English; answers written in English /III.2a/. One or two prose passages. Candidates will be expected to show their understanding as fully as the questions require[4].	1A Composition /IV.3/. About 120 words involving story based on a series of pictures. No direct instruction regarding tenses to be used will appear on the paper. 1B Composition /IV.3/. One informal letter[4] (about 90 words) from choice of two: EITHER in response to short instructions given in English OR in response to a longer item in German. The precise nature of the circumstances necessitating the letter will always be fully explained. 1C Written comprehension: questions written in foreign language; answers written in foreign language /IV.2/. Prose passage. Answers must be in form of complete sentences, using tenses appropriate to the questions. See III READING.

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[1] See Source 2 opposite

[2] List published: See Source 1 and Section B opposite

[3] See Source 3 opposite

[4] See Source 4 opposite

Table 88 North West Regional Examinations Board German Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

...to test the candidate's ability:
a. to speak simple German;
b. to understand spoken German;
c. to understand written German with and without the use of a dictionary;
d. to write in German;
e. to correlate what he hears with what he writes.
(Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information provided. The following information has been derived from the sources indicated.)

Paper 3, part a written comprehension test, part b translation

All passages in this paper will deal with aspects of German life and background. (Source 1)

Paper 3, part b translation

Words in the passage will be contained in the Wichmann Dictionary, published by Routledge and Kegan Paul, and the Langenscheidt Shorter Dictionary, published by Hodder and Stoughton. (Source 1)

Oral test, part ii conversation test

This conversation may be on general topics or on matters arising from the reading passages or pictorial matter supplied by the Board. Suggested topics for conversation are school, hobbies, holidays, the home, careers, activities of a normal day, a Saturday afternoon, etc. (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information on marking principles, criteria of assessment, and scoring has been provided, for the oral test only, in Source 2. Information on the other papers is derived from the sources indicated.)

Oral test, part a reading test

(Five categories of grading.) (Source 2)

...the teacher should award a mark by general impression from a maximum of twenty marks. The full range of marks should be used as far as possible. Marks should be awarded in accordance with the...mark scheme....(Source 2)

(Published mark scheme divides scores of nil - ten into five levels of performance, each described in a short phrase, e.g. 2,3 general lack of fluency with many basic errors.) (Source 2)

Oral test, part ii conversation test

...the candidate is expected to show a degree of quickness of response in conversation.... the teacher should award a mark by general impression from a maximum of forty marks. The full range of marks should be used as far as possible. In arriving at the mark...the teacher should bear in mind the fluency and ease of response with which the candidate has answered the questions...the main considerations...must be the extent to which each candidate has demonstrated the ability to carry on a simple conversation in German. (Source 2)

Paper 1, part b written response test

Candidates must be encouraged to give a natural response to questions. This need not necessarily be a full sentence. (Source 5)

Paper 1, part c listening comprehension test

Candidates must be urged to answer the questions of a particular section with information gleaned from that section only...more practice needs to be done on this exercise in respect of the retention of detailed information. (Source 5)

Paper 3, Free composition

The marking scheme gives positive recognition for instances of correct prepositional phrases, time phrases, inversion, word order, correct tenses. (Source 5)

D. SOURCES

All published by the North West Regional Examinations Board.

1 Certificate of Secondary Education. Syllabuses for the 1979 examinations. Section 5. Modern languages. French, German, Spanish.

2 Certificate of Secondary Education. German. Instructions for the 1978 examination. 33/204. (Confidential)

3 Certificate of Secondary Education. German - Paper 1. 33/018 (Teacher's copy) May 1978.

4 Certificate of Secondary Education. German - Paper 3, May 1978. 33/015.

5 Certificate of Secondary Education. Reports on the 1978 examinations German.

Table 88	North West Regional Examinations Board	CSE : German	Three written papers and an oral test	
	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral test[1], part i reading test, part ii conversation test	Paper 1, part b written response test, part c listening comprehension test	Paper 3, part a written comprehension test, part b translation	Paper 1, part a dictation test, part b written response test Paper 2, Free composition
Time	Oral test total 15 mins (see below)	1b 20 mins 1c 30 mins	3a 30 mins 3b 45 mins	1a 20 mins 1b 20 min 2 45 mins
Marks	i 10% ii 20%	1b 5% 1c 15%	3a 10% 3b 15%	1a 5% 1b 5% 2 20%
Description	i Reading aloud /I.1/. Candidate is allowed five minutes to study passage before the test begins. Passage will take the form of a dialogue between candidate and candidate's own teacher. Centres are provided with four dialogues which may be used in any order at the discretion of the teacher. ii General conversation /I.2/. About 5 mins. The teacher engages the candidate in informal general conversation[2], stimulating the flow of conversation by the use of suitable questions. He should encourage a free flow of natural conversation with the candidate at an appropriate level commensurate with the candidate's oral ability and on relevant topics in which the candidate is known to be reasonably proficient. He should avoid unconnected questions, the speech on prescribed topics and questions inviting yes or no replies. The candidate must be heard as much as possible[3]. Conducted and assessed by the candidate's own teacher, with external moderation of all or a sample of candidates during the examination or after the examination. If the second method is chosen either the complete examination of all the candidates is recorded on tape and sent to the moderator or the complete examination of a sample of candidates is recorded on tape and sent to the moderator together with the marks awarded[3].	1b Picture/listening comprehension: questions given orally in foreign language; answers written in foreign language /II.4/. Candidates are provided with a picture/picture series and have three minutes to study the material which they retain throughout the test. The teacher asks, in German, the set questions which are graded in difficulty. The candidate is required to give a written response in German to each question, which is read twice. He is allowed up to two minutes to answer each one. After the last question has been answered, all the questions are read again with five minutes for final revision. See IV WRITING. 1c Listening comprehension: questions in written English; answers in written English /II.1a/. Candidates have before them the questions[4]. Whole passage is read by the teacher once at normal pace and without pauses, then the passage is read a second time in three sections. After each section has been read candidates have up to ten minutes to answer the questions set on that section. The whole passage is read a third time at a normal pace with five minutes for final revision. Candidates must not write anything whilst the passage is being read[3].	3a Written comprehension: questions written in English; answers written in English /III.2a/. Answers should be as full as possible and include all relevant details[5,6] 3b Translation foreign language to English /III.1/. A dictionary supplied by the school may be used in this test[5].	1a Dictation[7] /IV.4/. 1b Picture test: questions given orally in foreign language; written answers in foreign language /IV.6/. Candidates are provided with a picture/picture series and have three minutes to study the material which they retain throughout the test. The teacher asks the set questions in German which are graded in difficulty. The candidate is required to give a written response in German to each question which is read twice. He is allowed up to two minutes to answer each one. After the last question has been answered all the questions are read again with five minutes for final revision. See II AURAL. 2 Composition /IV.3/. Candidates are required to write one composition (100 - 120 words). Choice of four subjects: a. a narrative based on a single picture; b. a narrative based on a series of pictures; c. a narrative based on a suggested title; d. a letter. Considerable freedom is allowed in the use of tenses.
	1 Additional information provided: See Source 2 opposite 2 See Section B opposite 3 See Source 2 opposite	4 See Source 3 opposite	5 See Section B opposite 6 See Source 4 opposite	7 Instructions published: See Source 1 opposite

Table 89 The South-East Regional Examinations Board German Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

Candidates should be able to use the language in the following ways:- 1. to understand the language when spoken to them [there are obvious limitations here of topics and vocabulary which might be described generally as simple and everyday]. 2. to respond to the stimulus of question or situation and express themselves in the language with reasonable fluency and accuracy. 3. to read the language and understand it [with the same limitations as in 1 above]. 4. to read aloud with a good accent. 5. to write in simple and everyday language with reasonable accuracy. (Source 1)

Part I, Paper 1 reading comprehension

...designed to test the candidate's ability to understand the written language. (Source 3)

Part I, Paper 2 free composition

...gives the candidate the chance to show his skill at writing freely on a given topic in the foreign language. (Source 3)

Part I, Paper 2 correspondence option

...to encourage the development of regular correspondence with foreign children....(Source 1)

Part I, Paper 3 Aural test, part b use of the language

...to test the candidate's ability to write correctly in the language, stimulated by what he has just heard read out to him. (Source 3)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(The Board has provided specific information in Sources 1 and 3. In Source 3 information runs to one and a half pages.)....since the Board are concerned with language as a practical means of communication the passages chosen for testing will relate to the kind of language they are likely to need on a foreign visit, or to subjects they might see in the news of the day. (Source 1)

Vocabulary

...that required to deal with everyday experiences in a German-speaking country. (Source 1) (Twenty-one major topics are listed in Source 3, e.g. weather, post office and telephone, including four background studies topics. The list) is given for the guidance of teachers and should not be regarded as exhaustive....(Source 3)

Grammar

(The Board has provided a list of grammatical items in conventional terms which runs to approximately half a page in Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information has been provided in Sources 2,3 and 7. Source 2, running to two pages covers the oral test only. Source 3 includes a paragraph of information on each of the written papers, and summarizes the criteria for the award of marks in the role-playing and picture questions. Source 7, running to approximately half a page, linking the objectives listed in section A to the criteria for the award of grades.)

(See mark allocations opposite.)

Part I, Paper 1 reading comprehension

Candidates are required to answer in English to show that they have understood certain points. One mark is...allocated per point. (Source 3)...some questions need more detailed answers than others....(and) do not necessarily all carry the same marks. (Source 6)

Part I, Paper 2 free composition

Marks are awarded on a positive basis...four for content and relevance, eighteen for vocabulary and eighteen for phrases. (Source 3) Examples are given to show where no credit can be given.) (Source 3)

Part I, Paper 3, aural test, part a listening comprehension

...marks are awarded for the ability to understand certain points contained in the text. One mark...per point. (Source 3)

Part I, Paper 3, aural test, part b use of the language

...the answer must be relevant and no credit will be given for the correct use of the language if the answer provided is completely out of context. Marks are so allocated that credit will be given for each word or phrase used correctly. Bonus marks can be earned for the correct use of pronouns. (Source 3)

It is important that candidates realize that they should answer in the same tense as the question. (Source 8)

Part II, Teacher assessment of written course work

(A weighting of four is allocated to this part.) (Source 1)
(Based on original work done during the final stages of the course. The teacher is required to assess the candidates work on not less than six occasions. These assessments are then reviewed to obtain the final grade.) (Source 1)

Part III, oral test, part a reading

Marks (are) given ONLY for the seven words and four phrases underlined in the Teacher's copy....(Source 2) One mark for each word correctly pronounced. (Source 2) Nil, one or two per phrase, given for pronunciation, intonation and fluency. (Source 2) (The marks are linked to the appropriate grades, one to six, by a table.) (Source 2)

Part III, oral test, part b conversation, part bi prepared questions, part bii role-playing and picture questions

(The marks, nil, one, two or three are awarded for each answer in each of the tests, reflecting the degree to which the candidate has shown comprehension, his ability to communicate, correct use of verbs and grammatical accuracy. The marks are linked to the appropriate grades by a table.) (Source 2)

D. SOURCES

All published by The South East Regional Examinations Board for the Certificate of Secondary Education.

1 Certificate of Secondary Education Examination 1979/80. Regulations and syllabuses. May 1977.

2 Modern languages examination - oral. Instructions for the conduct of the oral examinations in modern languages. 15 - 17/OH.

3 Modern languages. Notes for the guidance of teachers in the preparation of candidates for the Mode I examinations.

4 German. Oral examination. Role-playing situations. (Examiner's copy). 17/OC.

5 German. Paper 3, aural test. (Teacher's copy). May 1978. 17/3A.

6 German. Papers 1 and 2. 17/1-2. May 1978.

7 Modern languages. Statement of objectives and criteria for the award of grades (1975 - 1980). 1st January 1975.

8 Résumé of the chief examiner's report on French. 1978 examination. July 1978.

9 German. Oral examination. Role-playing situations. (Candidate's copy). March/April 1978. 17/OD (A-D).

Table 89 The South-East Regional Examinations Board CSE : German

Three written papers, an oral test and teacher assessment of written course work

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Part III, Oral test, part a reading, part b conversation: part bi prepared questions, part bii role-playing and picture questions	Part I, Paper 3, Aural test, part a listening comprehension, part b use of the language (questions and answers in that language)	Part I, Paper 1, reading comprehension	Part I, Paper 2, EITHER free composition OR correspondence option
Time	Oral test total at least 10 mins + 10 mins preparation time for part a and part bii[1]	about 1 hour	35 mins	free composition 40 mins
Marks	30%[2,3]	a 20%[2,4] b 20%[2,4]	15%[2,4]	free composition or correspondence option 15%[2,4]
Description	a Reading aloud /I.1/. Passage (about 100 words) chosen by the teacher from any of the four provided by the Board, all of which should be used where possible[1]. b Questions from a set list /I.2b/. The teacher asks a group of ten questions selected by the Board from the list of eighty questions issued to schools eighteen months before the examination. The teacher selects a group from the four provided, all of which should be used where possible[1]. bii Role-playing /I.3/. The teacher selects one of the four situations provided, all of which should be used where possible[1]. The candidate is given four instructions in English on what information he is to elicit from the teacher[4]. The teacher's script indicates how he is to introduce the role, (and) gives written responses. The teacher must not prompt the candidate. If a candidate is unable to answer the teacher should proceed to the next part of the test[5,6]. bii Questions on a single picture /I.2c/. The teacher selects a picture from the four provided and asks the four relevant questions. All four pictures should be used where possible[1,6]. Conducted and assessed by the candidate's own teacher.	a Listening comprehension: questions in written English; answers in written English /II.1a/. Passage (about 150 - 200 words) of fairly simple narrative is read aloud once by the teacher; notes may not be taken during this reading. Candidates then have one minute[7] to read the questions. The passage is read a second time in sections. After each section candidates are given time to answer the questions set on that section. The whole passage is read a third time with five minutes for revision. Candidates should answer the questions as fully as possible[7]. b Listening comprehension: questions given orally in foreign language; answers written in foreign language /II.1d/. A simpler passage than (a) above is read aloud once within the time specified; notes may not be taken during this reading. The passage is read a second time in sections. After each section the appropriate question(s) is read twice at normal speed. Candidates are then given time to write their answers in complete sentences. Whole passage is read a third time with ten minutes for revision. The ten questions will be repeated either immediately before or after the third reading[7].	Written comprehension: questions written in English; answers written in English /III.2a/. Passage of about 250 words. Questions should be answered fully but need not necessarily be in complete sentences[4].	EITHER Composition /IV.3/. A choice of letters (about 120 words) will be included. Other exercises may be included such as a narrative or the construction of a piece of conversation. Candidates choose one of the alternatives provided. OR Correspondence option. Candidates will be allowed to submit copies of a selection of four letters (minimum length 120 words) in German from genuine correspondence with a native of the country. Letters should be selected from correspondence written within the eighteen months preceding the 1st February of the examination year. The relevant letters from the German correspondent must be submitted also[4].

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1 See Source 2 opposite

2 Examination accounts for 80% of marks. Course work 20%: See Section C opposite

3 Calculated by deduction from figures given for written papers: See Source 3 opposite

4 See Source 3 opposite

5 See Source 4 opposite

6 Specimen provided. (relates to French but is relevant to German): See Source 3 opposite

7 See Source 5 opposite

Table 90 South Western Examinations Board German Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

...to test candidate's ability to understand the language, both in the written and spoken form, and to express themselves in speech and writing, such understanding and expression being based on simple everyday usages and situations. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(Specific information covering the syllabus in general is given in Source 1, as follows:)

(The grammar tested may include:-)

Use of the present, perfect and imperfect tenses and the imperative; recognition [but not use] of the future and pluperfect tenses, the passive voice and common subjunctives.

Nouns and adjectives [including possessive and demonstrative] in all cases.

Personal pronouns in nominative, accusative and dative.

Common prepositions.

Basic word order in main and subordinate clauses and with modal verbs.

Vocabulary and idiom

Vocabulary and idiom will be such as might reasonably occur within the everyday experience of candidates taking the examination. Oehler's Grundwortschatz Deutsch published by Klett Verlag and distributed by Harrap may be found useful in this respect. (Source 1)

Paper I, part a composition and part b personal letter

(A list of ten topics, e.g. at school, is provided for part a in Source 3. In part b, the topic areas specified for part i, general conversation of Paper II (Oral)) are also applicable to informal letter writing [i.e. to a friend, relative or penfriend]. In addition the following topic areas may be tested:-
1. Starting a penfriendship, giving personal details.
2. Thank-you letter for a present or visit.
3. Extending an invitation, arranging a visit. (Source 3)

Paper III (Oral),part i general conversation

(A list of eleven major topics is published in Source 3, e.g. school, favourite subjects, homework, etc. Each of these is accompanied by closely allied subject areas or where appropriate, alternatives.) (Source 3)

Paper III(Oral) part iii role-playing

(A list of sixteen role-playing (practical situations) is published in Source 3, e.g. at the post office; buying stamps or posting a letter.)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(The Board has published general information on awarding procedures in Source 5 which runs to seventy-four pages and is not specific to modern languages. It includes a description of the Standard Five Point Scale used in the assessment of oral and aural tests and for the order of merit list to enable the teacher to determine the candidates whose work will be submitted first for moderation. The description is supplemented by a table showing how the ratings A-E are equated with numerical scores. All work of the candidates entered for the examination (written papers and oral test) is marked by the candidate's own teacher, but it is subject to the moderation procedures stipulated by the Board which are described in detail in Source 5. The document gives full instructions for the operation of the marking scheme and in addition information concerning the procedures to be followed for the assessment of the oral and aural tests. Teachers are provided with detailed marking schemes for the written papers and oral test by the Board and must mark in accordance with these schemes.

The information on the Standard Five Point Scale is reproduced in full and summary information is given on the scheme of marking and moderation in Source 1.)

(See also mark allocations opposite.)

D. SOURCES

All published by the South Western Examination Board for the Certificate of Secondary Education.

1 Regulations and schemes of examination 1979. June 1977.

2 Certificate of Secondary Education Examinations, 1978. German. Paper III (Oral), 38 (Teacher's)

3 Topic areas for oral: topic areas for written work.

4 Certificate of Secondary Education Examinations. 1978. Role-playing assignments for oral test. 38T.

5 Handbook of awarding procedures including instructions for the conduct and invigilation of the examinations. 9th Edition. January 1979.

6 Certificate of Secondary Education Examinations. 1978. German Paper II listening and reading comprehension. 37 (Teacher's).

Table 90	South Western Examinations Board	CSE: German	Two written papers and an oral test	
	I ORAL	II AURAL	III READING	IV WRITING
Paper	Paper III (Oral)[1], part i unprepared general conversation, part ii unprepared conversation based on pictures, part iii unprepared role-playing assignments, part iv conversation based on a topic	Paper II, part i listening comprehension	Paper II, part ii reading comprehension	Paper I, part a, part b
Time	i 3 - 4 mins[2] ii 2 - 3 mins plus preparation time[2] iii 2 - 3 mins plus preparation time[2] iv 3 - 5 mins[2]	about 45 mins[7]	45 mins[7]	1½ hours
Marks	III (Oral) total 25%	25%	25%	25%
Description	i General conversation[1] /I.2/. A list of eleven topics areas is published[3]. Aim should be to progress from simple questions and commands until candidate's linguistic ceiling is reached. Candidates should be encouraged to take the initiative in developing a theme[4]. ii Conversation on a single picture[1] /I.2c/. Given to the candidates in random order from the materials provided by the Board. Questions should progress from simple to more complex structures as in the general conversation. iii Role-playing[1] /I.3/. Based on sixteen prescribed situations[3]. Two assignments are given to the candidates in random order from a number provided by the Board. The candidate should be able to ask for information and show a knowledge of the common courtesies of address. If appropriate the situation may be developed a little. Instructions are given to candidate in English on what information he is to elicit from the teacher[5]. iv Conversation on a prepared topic[1]. /I.2b/. Candidate prepares two topics of his own choice to discuss in the oral. Topics could include a knowledge of life in Germany or some other topic of interest to the candidate. In the test, the teacher chooses one. The candidate should not give a recital of material learnt by heart; initiative should rest largely with him but the examining teacher may direct the discussion by asking a few questions. Conducted and marked by a teacher in the candidate's own school. A visiting assessor from other participating schools attends the first session of the tests. His role is to witness and discuss, but he is not a moderator and has no authority to override the teacher[6].	Listening comprehension: questions written in English; answers in written English /II.1a/. Based on three short passages, graded for difficulty. Each passage is read at normal speed; candidates are advised not to write anything during this reading. They then have one minute to study questions set on the passage. Whole passage is read a second time but the speed should be such that it is not possible for candidates to take down any part of the passage as dictation, although they may take notes. Sufficient time (estimated on a basis of one minute per question) should be allowed for candidates to write their answers. Whole passage is read a third time with one minute for final revision[7]. This is repeated for the remaining passages.	Written comprehension: questions written in English; answers written in English /III.2a/. Based on about three short passages, graded for difficulty.	a Composition /IV.3/. Based on list of ten prescribed topics[3]. Simple story (about 100 words) based on a series of pictures. b Composition /IV.3/. Personal letter (about 100 words) based on a given situation from a choice of two. Based on list of fourteen prescribed topics[3].

[1] No information in Source 1: See Source 2 opposite

[2] See Source 2 opposite

[3] List of topics/situations published: See Source 3 and Section B opposite

[4] Amplification given with examples: See Source 2 opposite

[5] See Source 4 opposite

[6] See Source 5 opposite

[7] See Source 6 opposite

Table 91 Southern Regional Examinations Board German Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

1. To enable sixteen year olds to become familiar with the...German language used in everyday situations. 2. To foster a growing understanding of the...German people and their way of life. (Source 1)

The following is a summary of the linguistic skills forming the objectives which the candidates are expected to achieve after a five-year course of study. 1. The ability to understand the spoken word. 2. The ability to use the spoken word. 3. The ability to understand the written word. 4. The ability to use the written word. (Source 1)

(The Board links the methods of assessment to these objectives by a grid.) (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

In German, the candidates will be required to have an active knowledge of the present, imperfect, perfect, pluperfect and future tenses as well as of the most common forms of the subjunctive, i.e. the subjunctive of the verbs : sein, haben and werden, 'as met in everyday usage'. (Source 1)

Oral test, part a role-playing

Candidates should be able to 'survive' in situations of the type outlined below, that an English person might well find himself in if he went to the country. Within any of these topics it would be possible to ask for a variety of roles. (Source 1)

(fourteen situations are listed, e.g. shopping, in a bank, cashing a traveller's cheque.) (Source 1)

Oral test, part b conversational questions

The candidate will be asked the kind of personal questions that might be put to them by a native of...Germany who is trying to get to know them.

Some of the...areas (listed) should be covered and questions should be framed to include the full range of tenses listed....(Source 1)

(ten areas are listed, e.g. date, weather, time.) (Source 1)

Written test, part 2 letter

The subject areas to be covered will be virtually the same as those covered in the conversational questions section of the Oral test. (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(The Board has published specific information on all parts of the examination in the form of separately published typed manuscripts of varying lengths.)

(See also mark allocations opposite.)

Oral test, part a role-playing

The pupils' statements and questions (in Source 4) are given as indications of what might be expected if full marks are to be awarded. (Source 3) a. Up to two marks for each statement or question based on the candidate's ability to communicate equals six marks per role. b. Up to four marks per role for the QUALITY of the GERMAN used in communicating the ideas (i.e. pronunciation, intonation, fluency, idiom and grammatical accuracy) equals four marks per role....(Source 3)

Oral test, part b, conversational questions

...marked under two main headings: a. Content: what candidate says; b. Quality: how he says it.

Teachers should bear in mind the following general criteria: a. The form of the answer should be as natural as possible. b. Comprehension.... c. Intelligibility.... d. Fluency and spontaneity.... e. Technical ability. Range of vocabulary - use of simple idiom - pronunciation, accent and intonation - grammatical accuracy. (Source 2)

Content: ...up to eight marks....Particular emphasis should be given to the answers to open-ended questions where the candidate is trying to give answers and descriptions of some length. (Source 2)

Quality: a...up to four (marks) based on the candidate's pronunciation, intonation and expression. b... up to eight (marks) based on the candidate's grammatical accuracy, paying particular attention to verb usage. (Source 2)

Listening comprehension

(one mark for each correct answer. The correct answers are given.) (Source 6)

Reading comprehension

(one mark for each correct answer. The correct answers are given.) (Source 7)

Written test, part 1 picture composition

...up to eight marks (to be awarded) for the CONTENT of the composition where it would be understood by a native speaker, irrespective of grammatical errors. The content should be judged on the candidate's ability to write something relevant about each picture. One mark should be deducted for each picture which is ignored by the candidate.

...a further twelve marks (to be awarded) for the QUALITY of the written language bearing in mind: tense usage, word order, spelling, idiom, vocabulary, genders and agreements. (Source 8)

Written test, part 2 letter

Up to five marks (one per answer) to be awarded for the CONTENT of the answers (to the first group of questions);....Up to ten marks (two per answer)...for CONTENT of the answers (to the second group of questions)....Up to five marks...for the CONTENT of the questions to be asked by the candidates as indicated in the rubric to the letter....Up to ten marks...on an impression basis for the QUALITY of the written language bearing in mind..: genders, tense usage, vocabulary, agreements, word order, idiom.... (Source 8)

D. SOURCES

All published by the Southern Regional Examinations Board.

1 Syllabuses for the examinations in modern languages for the CSE 1979.

2 CSE Examinations, 1978. Modern languages. Subject information and instructions to teachers. 17R/78/1; 18R/78/1; 19R/78/1; 19 Mode 2/78/1; 20R/78/1. December 1977.

3 CSE Examinations, 1978. German Syllabus R. Marking scheme for the oral examination. 18R/78/OL/MS. German Teacher. March 1978.

4 CSE Examinations. German (Syllabus R). Oral test. Role-playing situations. Instructions for the conduct of the role-playing tests. 18R/OL/1. Teacher.

5 CSE Examinations. German (Syllabus R). Written Test. 18R. May 1978.

6 CSE Examinations, 1978. German Syllabus R. Mark scheme for listening comprehension. 18R/78/L/MS. German Teacher. April 1978.

7 CSE Examinations, 1978. German Syllabus R. Mark scheme for reading comprehension. 18R/78/R/MS. German Teacher. April 1978.

8 CSE Examinations, 1978. German Syllabus R. Marking scheme for the written examination. 18R/78/MS. German Teacher. April 1978.

Table 91	Southern Regional Examinations Board	CSE: German	Three written papers and an oral test	
	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral test, part a role-playing, part b conversational questions	Listening comprehension	Reading comprehension	Written test, part 1 picture composition, part 2 letter
Time	a 2 - 3 mins + 15 mins preparation time b 6 - 7 mins	30 mins	35 mins	1½ hours
Marks	a 10% b 20%	25%	20%	1 10% 2 15%
Description	a Role playing /I.3/. Based on fourteen prescribed situations[1]. The candidate selects two situations randomly from the cards provided[2]. After the preparation period, the teacher introduces each role in turn as indicated on his script. Each card gives three instructions[3] requiring the candidate to make two statements and to ask one question; instructions are given in English[4]. The second and third parts do not depend upon a specific comment being made by the teacher[4]. Suggested comments[5] are given in brackets on his script in German but these can and must be changed to fit in with the candidate's performance. The candidate's statements and questions given in German on the teacher's script are indications of what might be expected if full marks are to be awarded, and are not to be taken as required material[4]. The candidate should feel free to express himself as best he can in his own words[4]. If the candidate is unable to perform any of the three parts of the role, the teacher should lead him to the next part by giving him the scripted reply or indicate in the language that he should proceed to the next part[2]. b Conversation on prescribed topics /I.2b/. Some of the ten prescribed areas[1] should be covered and questions framed to include the full range of tenses listed. The teacher should start with simple questions. During the conversation he should give the candidate every encouragement by sustaining the conversation in as natural a manner as possible. A sustained lecture, pre-learnt material and questions inviting yes or no replies should be avoided. The same set of questions should not be repeated to each candidate[2]. A duplicated map of the candidate's home town and the surrounding district should be made available to help him answer questions more readily. Candidates should be allowed to bring any aids they wish into the examination. Conducted and marked by the candidate's own teacher. The whole examination of each candidate is recorded on tape and sent to the Board's moderator together with the marks[2].	Listening comprehension: multiple-choice questions in foreign language /II. 1e/. Twenty - thirty multiple-choice items. Candidates hear a tape recording of a number of questions of varying difficulty. They hear each question twice. Several different types of question are used and explained at the beginning of each section. Candidates choose the most suitable anser from four choices[2].	Written comprehension: foreign language passage: multiple-choice questions in foreign language /III.2c/. Twenty multiple-choice questions based on long or short passages. Visual items may be included. Vocabulary will be more difficult than in the listening comprehension test. Several different types of question are used. These are explained at the beginning of each section. Candidates select the most suitable answer from four choices[2].	Composition /IV.3/. 1 Candidates write story (120 - 200 words)[6] based on a picture series in the past tense. Each picture illustrates one basic idea. 2 Candidates will be given a letter in German of about 150 words written by a German pupil. They will be required to write a reply (150 - 250 words). The subject areas to be covered will be virtually the same as those covered in the conversational questions section of the Oral test. The letter will include simple questions requiring short easy answers as well as questions demanding more involved replies. In reply the candidate will be required to ask questions seeking specific information, the stimulus for which may be included in the letter or as a specific instruction in the rubric.

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[1] List published: See Source 1 and Section B opposite

[2] See Source 2 opposite

[3] Specimen published: See Source 1 opposite

[4] See Source 3 opposite

[5] See Section B opposite

[6] See Source 5 opposite

Table 92 Welsh Joint Education Committee German Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

Oral examination

...it is the purpose of the oral examination to reflect and test the work done in schools throughout the five-year period, rather than to impose a prescribed amount of oral work.... (Source 1) ...the aim of the oral examination is free conversation....(Source 1)

Aural examination, part b aural comprehension test

...(candidates) will be required to answer, in writing, a number of questions designed to discover how fully they have grasped the main points of the narrative. (Source 1)

Written examination, part 4

This question is intended to be a test of rapid reading. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

Oral examination, part b questions set on a picture

(Board publishes, in September preceding examination, a list of six to eight topics (e.g. at the post office, shopping) on which the pictures and questions will be based.) (Source 3)

Oral examination, part d conversation on a topic of interest to the candidate

Since it is the purpose of the oral examination to reflect and test the work of schools throughout the five-year period, rather than impose a prescribed amount of oral work, it is hoped that teachers will feel free to devise schemes or oral work best suited to the needs of their schools and of their pupils. Such schemes may include, for example a range of topics on which candidates are prepared to talk, since, in the oral test, they will be allowed, if they so desire to give a short talk on a chosen topic, after time for reflection - possibly on some aspect of coursework, such as a region which has been studied; or to talk about simple pictures or their own particular interests; or to answer questions on familiar topics [e.g. the house, the garden, the family, the seaside]. Although the test will be an assessment of individual candidates, preparation during the course may well include group projects, debates and plays. Other schemes and types of material may also commend themselves to teachers. (Source 1)

Aural examination, part a dictation

The passage set will be within the compass of the candidate's linguistic experience. (Source 1)

Aural examination, part b aural comprehension test

A straightforward piece of narrative prose, with vocabulary well within the candidate's range....(Source 1)

Written examination, part 1

The composition will be on a topic relating to everyday life....(Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(With the exception of the dictation, no information is provided. Additional information is given on mark allocations, for the written paper only, in Source 4.)

(See mark allocations opposite.)

Aural examination, part a dictation

The marking will be positive, i.e. credit will be given for work that is correct. (Source 1)

D. SOURCES

All published by the Welsh Joint Education Committee.

1 General Certificate of Education. Certificate of Secondary Education. 1979. Regulations and syllabuses.

2 Certificate of Secondary Education. 1979. Oral examinations.

3 Certificate of Secondary Education. 1979. Modern languages - oral examination. Circular CSE No. 4.

4 CSE 13/1 German. (Written paper). June 1978.

5 CSE 13/4 German. Dictation. June 1978.

Table 92 Welsh Joint Education Committee CSE: German Three written papers and an oral examination

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral examination[1], part a reading, part b questions set on a picture, part c set questions, part d conversation on a topic of interest to the candidate	Aural examination, part b aural comprehension test	Written examination, part 3, part 4	Written examination, part 1, part 2 Aural examination, part a dictation
Time	Oral examination total 9 mins plus 10 - 15 mins preparation time for part a and part b[1]	not indicated	Written examination total 2 hours	Written examination total 2 hours Dictation not indicated
Marks	Oral 35%	Aural 12½%	Written examination part 3 5%[5] part 4 5%	Written examination part 1 15%[5] part 2 15%[5] Dictation 12½%
Description	a Reading aloud /I.1/. Passage (about 100 words). One passage only provided for each session[1]. b Questions on a series of pictures/single picture /I.2c/. Candidates will be provided with a picture or series of pictures on which set questions of varying degrees of difficulty will be asked. The picture/picture series is based on a list of six to eight prescribed topics[2]. Each question must be asked as it is printed; it may be repeated once but it must not be rephrased. One picture only is provided for each session[1]. c Questions from set list /I.2b/. Candidates will be asked any one question from each of the five sections of set questions supplied containing a total of twenty-five questions. The questions are graded in difficulty. Each question may be repeated once but must not be rephrased[1]. d Conversation on prepared topics[1,3] /I.2b/. It is suggested that the teacher should put a question or give an instruction to the candidate, or name a series of topics and invite the candidate to choose one of them, or, by a statement, indicate the form which the test will take, or use any other means which will ensure that the candidate begins to talk. The reciting of a prepared speech and the test which consists of a number of "set" prepared questions, presented to each candidate without variation are to be discouraged[1]. There should be some general discussion between the teacher and the candidate. Three minutes should be sufficient for this part of the oral examination. Conducted by the class teacher, recorded on tape and marked by the Committee's examiners[1].	Listening comprehension: questions in written English; answer in written English[4] /II.1a/ A narrative prose passage will be read aloud by the teacher three times. Candidates have the questions in front of them before the first reading, but during this reading they will listen only. An interval of two minutes will follow to allow the candidates to examine the questions and make notes. They will be allowed to make notes during subsequent readings. The third reading will immediately follow the second. During this reading a pause will be made at the end of each paragraph to allow candidates to answer the questions which refer to that paragraph.	3 Written comprehension: questions written in English; answers written in English /III.2a/[4]. Passage (about 150 words) of simple narrative or descriptive prose. 4 Written comprehension: foreign language passage: precis in English[4] /III.3/. Narrative passage (300 - 400 words). Candidates will be required to write a story in English in about half of the length of the original and containing the salient points.	1 Composition /IV.3/. EITHER composition (in past tenses)[6] on a topic relating to everyday life, based on a suggested outline in the foreign language. OR letter on a different topic, also with a suggested outline if necessary. 2 Picture test: written questions in foreign language; written answers in foreign language[4] /IV.5/. Candidates will be required to answer in German a number of questions based on a drawing or a series of drawings. Answers should be in complete sentences[6]. Dictation[7] /IV.4/.

[1] Additional information and instructions are provided: See Source 2 opposite

[2] List published: See Source 3 and Section B opposite

[3] Information is provided in Source 1: See Section B opposite

[4] May be answered in English or Welsh

[5] Additional information on mark allocations published: See Source 4 and Section C opposite

[6] See Source 4 opposite

[7] Instructions published: See Source 5 and Section B opposite

Table 93 West Midlands Examination Board German Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

...to establish goals in the acquisition of language skills and background knowledge appropriate to pupils of sixteen plus, of average ability. The skills to be developed and tested by the Board's Mode 1 examinations can be defined as follows:

A. Passive skills: i. Comprehension of spoken language.
ii. Comprehension of written language.
B. Active skills: i. Oral fluency in the foreign language.
ii. Written competence in the foreign language.

It is felt that the acquisition of language skills without some degree of background knowledge is an arid study and accordingly the Mode 1 syllabus includes a section devoted to this aspect. It is believed that the syllabus is suitable for the bulk of the pupils who will be completing their study of the foreign language at this stage. It is also felt that pupils who establish their competence in this syllabus through the Board's Mode 1 examinations should be able to cope with everyday situations in the foreign environment. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(The Board has provided specific information on the lexical and grammatical requirements of the examination, and on the topics for background knowledge. The information is presented as general notes and includes:

Vocabulary

The topics dealt with and the vocabulary used in the various sections of the examination will be those covered by the average course or text book, and will be based mainly, although not exclusively, on the (twelve prescribed themes e.g. letter writing, family and daily life, entertainment.) (Source 1)

Verbs

(This section runs to less than one page.) (Source 1)

Candidates will be expected to know the common regular and irregular verbs, including reflexives.
Tenses, moods and voices are divided into two groups:
Group I - those which candidates should be able to recognise and use.
Group II - those which candidates should be able to recognise but are not required to use.
They may...gain credit for appropriate use of Group II verbs in conversation or free composition but, in all sections, full marks may be gained without using them. (Source 1)

(Group I - Imperative ("Du" and "Sie" forms), present, imperfect, perfect, pluperfect, future "möchte".
Group II - Ihr form, passive (present and imperfect only), conditional with "würde", "Hätte" and "wäre", "Könnte".)
(Source 1)

It is not proposed to publish an exhaustive list of idioms. Candidates should be familiar with very common constructions such as...um...zu...in German.... (Source 1)

Paper II, section b background knowledge, part ii

(Tested by multiple-choice of written answers on the following themes:
(a) Everyday life in West Germany: four topics, e.g. shopping;
(b) Basic economic facts about the two Germanies: six topics, e.g. the transport system;
(c) Elementary facts of Modern German history: five topics, e.g. the 'Economic Miracle';
(d) Basic information about people selected from the ten listed, e.g. Adenauer, Johann Strauss II;
(e) Places or areas of interest in Germany and Austria: three topics e.g. the Rhineland.)
(Source 1)

Paper I (Oral), section a role-play

(Three situations out of the following six will be set: at a railway station or airport; in a restaurant; in a shop; on the beach; in a post office ; at the customs.) (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(No specific information provided, but the following information has been derived from the sources indicated.)

(See mark allocations opposite.)

General

(Candidates)will always be given credit for appropriate use of idioms in their written or oral work. (Source 1)

Paper III, section b free composition

...high marks can be gained only if the appropriate tenses are used. (Source 1)

D. SOURCES

All published by the West Midlands Examination Board.

1 Syllabuses for the 1979 examinations. Modern languages.

2 1979 Oral tests in modern languages. Information sheet.

3 Certificate of Secondary Education. 1978. German. Paper III (A) - Oral test. Role-play.

4 Certificate of Secondary Education. 1978. German. Paper III(A) - Oral test. Role-play Teacher's version.

5 Certificate of Secondary Education. German. Paper I (A) - Aural test. June 1978 (Instructions).

6 Certificate of Secondary Education. German Paper II (A) and (B) - Compositions. June 1978.

Table 93 West Midlands Examination Board CSE : German Two written papers and an oral test

	I ORAL	II AURAL	III READING	IV WRITING	V BACKGROUND
Paper	Paper I (Oral), section a EITHER reading OR role-play, section b conversation part i and part ii	Paper II, section a aural test	Paper II, section b comprehension (A), comprehension (B)	Paper III, Compositions, section a, section b free composition	Paper II, section b background knowledge, part i and part ii
Time	I total 12 mins plus about 12 mins preparation time	45 mins	IIb total $1\frac{1}{4}$ hours	III total $1\frac{1}{2}$ hours	IIb total $1\frac{1}{4}$ hours
Marks	Ia 5% Ibi and ii 20%	15%	IIb(A) 10% IIb(B) 10%	IIIa 10% IIIb 20%	IIbi and ii 10%
Description	Ia EITHER Reading aloud /I.1/. Passage (about 100 words). Three pasges are supplied. The teacher chooses one[1]. OR Role-playing /I.3/. Three situations are set from the six prescribed situations[2]. The teacher selects one of these at random for each of the candidates choosing this option. Instructions are given to the candidate in English[3] on what information he is to elicit from the teacher. The teacher's instructions give details about how to reply to the candidates in German[4]. Ibi Questions on a series of pictures / single picture /I.2c/. Questions on a picture or series of pictures. Four pictures/picture series are provided with suggested questions. The teacher selects one for each candidate[1]. Ibii General conversation /I.2/. General questions not necessarily related to the picture/picture series; or questions on a text studied during the course. Conducted and marked by the teacher. The whole examination of a sample of candidates is recorded on tape and sent to the Board for moderation[1].	IIa Listening comprehension: questions in written English; answers in written English /II.1a/. Two short prose passages, the second slightly more difficult than the first with five or more questions set on each passage which is read three times. The first passage is read aloud by the teacher in one continuous reading, at a reasonable speed. Candidates are then shown the questions, and have two to three minutes to study them. The first section of the passage is read a second time and after this reading candidates answer the questions set on that section. The second part of the passage is dealt with in the same way, then the whole passage is read a third time with five minutes for revision. The second passage is dealt with in the same way. Candidates may write during the third reading only[5].	IIb(A) Written comprehension: foreign language passage; multiple-choice questions in foreign language /III.2c/. IIb(B) Written comprehension: questions written in English; answers written in English /III.2a/. Prose passage. Answers are to be in the form of complete sentences.	IIIa Picture test: written questions in foreign language; written answers in foreign language /IV.5/. Picture with a choice of questions to be answered in complete sentences[6]. IIIb Composition /IV.3/. Composition (about 120 words) on one of the following: i. narrative based on a set of pictures ii. letter (not answering a letter) iii. continuation of a story, the beginning of which will be printed in the language.	IIbi Questions requiring brief answers /V.1/. Compulsory map question. Geography is tested by a map. Candidates identify towns, selected from a prescribed list of twenty towns, major rivers and geographical locations in Germany and Austria[7]. IIbii EITHER Multiple-choice questions /V.3/. 15 to be answered out of 20 set which may include some use of the foreign language based on the prescribed topics[8]. OR Questions requiring brief answers /V.1/. Candidates will be required to give five facts in English on each of three topics chosen from the ten set. The ten topics are selected from each of the five sections containing the prescribed topics[8].

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[1] See Source 2 opposite

[2] List published: See Source 1 and Section B opposite

[3] See Source 3 opposite

[4] See Source 4 opposite

[5] See Source 5 opposite

[6] See Source 6 opposite

[7] List published: See Source 1 opposite

[8] List published: See Source 1 and Section B opposite

Table 94 West Yorkshire and Lindsey Regional Examining Board German Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

Paper 1, question 1

...to test the candidate's UNDERSTANDING of a written foreign language. (Source 1)

Paper 1, question 2 free composition

...to test the candidate's ability to express himself in writing in the foreign language. (Source 1)

Paper 2, question 1 aural comprehension

...to test the candidate's ability to comprehend a narrative or incident recounted to him in a foreign language. (Source 1)

Paper 2, question 2 background knowledge

...to test the candidate's knowledge of the customs, daily life and background of the country and people whose language is being studied. (Source 1)

Oral

...to test the candidate's ability to converse easily on everyday topics in the language studied. The importance of this ability is emphasised by the Board. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information has been provided. The following information has been derived from Source 1.)

Paper 1, question 1

The vocabulary used in this material will be based on ordinary everyday language. (Source 1)

Paper 1, question 2 free composition

The subjects will be based on incidents arising out of everyday life - holidays, school, hobbies, pen-friends, visits to a foreign country, family occasions - or on a series of pictures incorporated in the examination paper. (Source 1)

Paper 2, question 2 background knowledge

The candidate should be able to show that he is familiar with the way of life, foods, schools, principal historical events and salient geographical features, general culture of the foreign country, folk-lore, festivals etc. (Source 1)

Oral

The basic requirements are that the candidate should be able to answer simple questions in the language on everyday activities - hobbies, background study of the country, career, visits abroad, etc. (Source 1)

(The candidate) will be given the opportunity and encouraged to talk more extensively on subjects which interest him and are within his scope [in experience and language]. (Source 1)

Oral, reading

There will be no compulsory reading passage and no reading passages will be supplied by the Board, since the reading aloud of a passage in a foreign language is hardly a natural activity and abilities in this field may not necessarily correlate with general linguistic ability. (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(No specific information has been provided on the modern language examinations. However, the Board has published guidance (Source 3) on the conduct of inter-school assessment, in the form of a booklet which runs to twenty-seven pages and which has been prepared mainly for the use of inter-school assessors. No information is given on marking schemes, scoring or marking principles. The following information is derived from the source indicated.)

Oral

The Board accepts the principle of internal grading, validated by inter-school assessment and is of the firm opinion that the techniques of oral examining should be fully discussed within the Local Group Panel.

Oral, paper 1, paper 2

The Board wishes to make it widely known that a candidate who can show in his spoken and written examination work great fluency and a knowledge of the language above that of basic requirements will be able to earn more marks and consequently a higher grade of Certificate....Greater emphasis will be placed on the candidate's ability to understand and use the spoken language rather than its written form. Moreover, in assessing those CSE candidates whose written work is likely to be of a less high standard, the Regional Panel proposes to take into consideration the fact that such work when read aloud in the foreign language would sound reasonably correct; consequently, errors of spelling and grammar not affecting comprehension will not be greatly penalised. (Source 1)

Paper 1, question 2 free composition

Credit will be given for the use of the present tense but a correct use of other tenses will gain more marks, in Romance Languages. For German...no extra credit will be given for tenses but extra credit will be given for general grammatical accuracy. (Source 1)

Paper 2, question 1 aural comprehension

Candidates will not be penalised for not answering in full sentences. (Source 1)

Oral

Credit will be given for evidence of comprehension but greater weight will be attached to the candidate's powers of self-expression. Due regard should be given to pronunciation and intonation. (Source 1)

D. SOURCES

All published by the West Yorkshire and Lindsey Regional Examining Board.

1 Syllabus. 1979 Modern languages. Mode 1.

2 Certificate of Secondary Education 1978. German. Paper 1.

3 CSE Examinations. Assessment in a nutshell. 2nd edition. September 1976.

4 CSE Examinations. Procedure in a nutshell. 2nd edition. September 1976.

Table 94 West Yorkshire and Lindsey Regional Examining Board CSE : German Two written papers and an oral test

	I ORAL	II AURAL	III READING	IV WRITING	V BACKGROUND
Paper	Oral[1]	Paper 2, question 1 aural comprehension	Paper 1, question 1	Paper 1, question 2 free composition, Group 1 and Group 2	Paper 2, question 2 background knowledge
Time	not indicated	2 total maximum 1½ hours	1 total maximum 2 hours	1 total maximum 2 hours	2 total maximum 1½ hours
Marks	40%	10%	10%	Group 1 15% Group 2 15%	10%
Description	General conversation /I.2/. The basic requirements are that the candidate should be able to answer simple questions in the language on everyday activities[1]. It is expected that the candidate will be able to offer more than bald replies to a list of questions, and he will be given the opportunity and encouraged to talk more extensively on subjects which interest him and are within his scope. Reading aloud /I.1/. An optional test. No reading passages will be supplied by the Board. This test may be introduced at the discretion of the teacher where it might be advantageous to the candidate. If this optional test is adopted, it can score only a maximum of 10% and is not an alternative to achieving the full weightin allocated to the oral. The conduct and content of the oral examination will be the entire responsibility of the Modern Language Panel of the Local Group, subject to final moderation.	Listening comprehension: questions in written English; answers in written English: /II.1a/. Whole passage(about 250 words) is read slowly and distinctly by the teacher, then the candidates are given time to read the questions. The first section is read again slowly and distinctly, then the candidates are given ample time to write their answers to the questions set on that section. The remaining sections are dealt with in the same way. The whole passage is read again slowly and distinctly and the candidates are given time for final revision. Candidates need not answer in complete sentences.	Written comprehension: questions written in English; answers written in English /III.2a/. Material in German based on everyday language. Candidates should include all relevant details in their answers[2].	Composition /IV.3/. One subject to be chosen from Group 1 and one from Group 2. Subjects will be based on incidents arising out of everyday life[1]. Group 1: EITHER suggested outline in English or in the foreign language OR series of pictures. Group 2: A letter. Choice of subjects given.	Questions requiring brief answers /V.1/. Fifty incomplete statements will be given of which the candidate will be required to complete thirty by the addition of one relevant fact. A map may be provided and the candidate asked to name features on it. A large choice of questions on background knowledge will be given, grouped in sections. The candidate is not expected to answer questions from all the sections unless he so desires[1].

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[1] See Section B opposite

[2] See Source 2 opposite

Table 95 Yorkshire Regional Examinations Board German Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

...to measure the extent to which candidates show that they are able to:

1. understand the simple spoken language;
2. make themselves understood in the language on everyday subjects;
3. understand and to read aloud simple straightforward written matter in the language;
4. write simple connected passages in the language.

(Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(Specific information is given in Source 1, in the form of a list of basic structures for active use which runs to approximately five and a half pages. The list is in conventional terms.)

For comprehension purposes, a knowledge of five tenses, the PRESENT, IMPERFECT, PERFECT, PLUPERFECT AND FUTURE INDICATIVE and of the IMPERATIVE MOOD will be required. (Source 1)

Oral test, part 1 role-playing situations

(List of ten prescribed situations given e.g. at a railway station.) (Source 1)
The language demanded from the candidate will be simple straightforward "survival" vocabulary. (Source 1)

Paper 1, writing test question 1

Two questions will be asked on each picture....In the latter a variety of tenses will be used. (Source 1)

Paper 1, writing test question 2

(The letter) will be in reply to a letter in German, requiring the candidate to give personal details concerning age, appearance, family, school, hobbies and other interests. (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(The Scheme of Examination consists of a Regional and a School Assessment. The Board has published no specific information on the Regional Assessment. Information is drawn from the sources indicated. In addition to the outline given in Source 1 on the School Assessment, the Board has published an eleven page booklet, Source 4. Information given includes advice to teachers about how to assess attainment, order of merit, grading and about the Statistical Moderation Method.)

(The mark allocations shown opposite for the Regional Assessment also apply to the School Assessment.)

The School Assessment

The assessment will be made of work done during the five full terms prior to the examination.... It should be based not on one test but on the standard of work shown over the period. In the case of conversational ability schools are advised to take into consideration:

1. readiness of comprehension;
2. accuracy of oral reaction;
3. quickness of oral reaction;
4. quality of pronunciation, including intonation;
5. fluency.

(Source 1)

Paper 1, writing test question 3

Credit will be given for the correct use of a variety of tenses. (Source 1)
Although complete sentences are required, this does not mean that pupils must reiterate almost the whole question in their reply. (Source 5)

Paper 1, writing test question 2

It may help here to give some indication to schools as to what examiners are looking for: it is a good variety of structures and vocabulary, ability to deal with cases and word order; in other words, to convey information in correct German. A sentence which is repeated will gain no marks. (Source 5)

D. SOURCES

All published by the Yorkshire Regional Examinations Board.

1 Certificate of Secondary Education Examinations 1979. German

2 Certificate of Secondary Education. German Oral examination 1979. Notes for the guidance of teachers. Yorkshire Regional Examinations Board, 1979.

3 Certificate of Secondary Education. German. Listening comprehension tests. Supervisor's instructions and text. June 1978. Yorkshire Regional Examinations Board, 1978.

4 CSE. Guide to teachers No. 4. School assessments (3rd edition). June 1976.

5 Chief examiner's report in German. 1978.

Table 95	Yorkshire Regional Examinations Board	CSE : German	Three written papers and an oral test	
	I ORAL	II AURAL	III READING	IV WRITING
Paper	Reading test and oral test, role-playing situations and questions on a single picture	Paper 2, Listening comprehension tests, test 1, test 2	Paper 3, Reading comprehension test	Paper 1, Writing test, question 1, question 2, question 3
Time	About 7 mins plus 7 mins preparation time for each of the tests listed above[1]	About 45 mins	30 mins	$1\frac{1}{4}$ hours
Marks	Reading test 5% Oral test total 20%	25%	20%	30%
Description	Reading aloud /I.1/. One passage. Role-playing /I.3/. Two role-playing situations drawn from the prescribed list of ten[2],[3]. Instructions are given in English to the candidate on what information he is to elicit from the teacher. The teacher is given clear guidance (which he should adhere to as closely as possible) about the type of responses he must give to the candidate in German. Questions on a single picture /I.2c/. Six prescribed questions on a single picture. A question may be repeated once but not rephrased[1]. In each session the same materials for each of the three tests are used for all the candidates, although different sets are used for each session[1]. Conducted and recorded by the teacher and marked by the Board's examiner.	Listening comprehension: questions in written English; answers in written English /II.1a/. Two separate tests: Test one is based on a narrative passage (150 - 160 words) read by the teacher. Passage is divided into three sections. Whole passage is read at a moderate speed, then the question papers are distributed and the candidates are given two minutes to read the questions. The passage is read a second time in sections. After each section, candidates are given ample time (specified by the Board) to answer the questions set on that section. The whole passage is read a third time with five minutes for final revision. Candidates may write during the third reading only[4]. Test 2 is based on a dialogue (190 - 200 words). Procedure is as for test 1, above.	Written comprehension: questions written in English; answers written in English /III.2d/. Based on four passages (60 - 80 words).	1 Picture test: written questions in foreign language; written answers in foreign language /IV.5/. Series of questions in German to be answered in German based on a number of disconnected pictures. Two questions will be set on each picture, the first requiring the candidate to give information represented in the picture, the second to give related information of a more general nature, but using a variety of tenses. 2 Composition /IV.3/. Letter (about 60 words) in reply to a letter in German[5]. 3 Composition /IV.3/. Candidate is required to write about 60 words in German on a series of pictures.

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[1] See Source 2 opposite

[2] List published: See Source 1 and Section B opposite

[3] Specimen provided: See Source 1 opposite

[4] See Source 3 opposite

[5] See Section B opposite

Table 96 Welsh Joint Education Committee Italian Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

Oral examination

...it is the purpose of the oral examination to reflect and test the work done in schools throughout the five-year period, rather than to impose a prescribed amount of oral work.... (Source 1) ...the aim of the examination is free conversation....(Source 1)

Aural examination, part b aural comprehension test

...(candidates) will be required to answer, in writing, a number of questions designed to discover how fully they have grasped the main points of the narrative. (Source 1)

Written examination, part 4

This question is intended to be a test of rapid reading. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

Oral examination, part b questions set on a picture

(Board publishes, in September preceding the examination, a list of six to eight topics (e.g. in school, at the airport) on which the pictures and questions will be based.) (Source 3)

Oral examination, part d conversation on a topic of interest to the candidate

Since it is the purpose of the oral examination to reflect and test the work of schools throughout the five-year period, rather than impose a prescribed amount of oral work, it is hoped that teachers will feel free to devise schemes of oral work best suited to the needs of their schools and of their pupils. Such schemes may include, for example, a range of topics on which candidates are prepared to talk, since, in the oral test, they will be allowed, if they so desire, to give a short talk on a chosen topic, after time for reflection - possibly on some aspect of coursework, such as a region which has been studied; or to talk about simple pictures or their own particular interests; or to answer questions on familiar topics [e.g. the house, the garden, the family, the seaside]. Although the test will be an assessment of individual candidates, preparation during the course may well include group projects, debates and plays. Other schemes and types of material may also commend themselves to teachers. (Source 1)

Aural examination, part a dictation

The passage set will be within the compass of the candidate's linguistic experience. (Source 1)

Aural examination, part b aural comprehension test

A straightforward piece of narrative prose, with vocabulary well within the candidate's range....(Source 1)

Written examination, part 1

The composition will be on a topic relating to everyday life....(Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(With the exception of the dictation, no information is provided. Additional information is given on mark allocations, for the written paper only, in Source 4.)

(See mark allocations opposite.)

Aural examination, part a dictation

The marking will be positive, i.e. credit will be given for work that is correct. (Source 1)

D. SOURCES

All published by the Welsh Joint Education Committee.

1 General Certificate of Education, Certificate of Secondary Education. 1979. Regulations and syllabuses.

2 Certificate of Secondary Education. 1979. Oral examinations.

3 Certificate of Secondary Education. 1979. Modern languages - oral examination. Circular CSE No. 4.

4 CSE 15/1 Italian. (Written paper). June 1978.

5 CSE 15/4 Italian. Dictation. June 1978.

Table 96 Welsh Joint Education Committee CSE: Italian Three written papers and an oral examination

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral examination[1], part a reading, part b questions set on a picture, part c set questions, part d conversation on a topic of interest to the candidate	Aural examination, part b aural comprehension test	Written examination, part 3, part 4	Written examination, part 1, part 2 Aural examination, part a dictation
Time	Oral examination total 9 mins plus 10 - 15 mins preparation time for part a and part b[1]	not indicated	Written examination total 2 hours	Written examination: total 2 hours Dictation: not indicated
Marks	Oral 35%	Aural 12½%	Written examination part 3 5%[5] part 4 5%[5]	Written examination part 1 15%[5] part 2 15%[5] Dictation 12½%
Description	a Reading aloud /I.1/. Passage (about 100 words). One passage only provided for each session[1]. b Questions on a series of pictures single picture /I.2c/. Candidates will be provided with a picture or series of pictures on which set questions of varying degrees of difficulty will be asked. The picture/picture series is based on a list of six to eight prescribed topics[2]. Each question must be asked as it is printed; it may be repeated once but it must not be rephrased. One picture only is provided for each session[1]. c Questions from set list /I.2b/. Candidates will be asked any one question from each of the five sections of set questions supplied containing a total of twenty five questions. The questions are graded in difficulty. Each question may be repeated once but must not be rephrased[1]. d Conversation on prepared topics[1,3] /I.2b/. It is suggested that the teacher should put a question or give an instruction to the candidate, or name a series of topics and invite the candidate to choose one of them, or, by a statement, indicate the form which the test will take, or use any other means which will ensure that the candidate begins to talk. The reciting of a prepared speech and the test which consists of a number of "set" prepared questions, presented to each candidate without variation are to be discouraged[1]. There should be some general discussion between the teacher and the candidate. Three minutes should be sufficient for this part of the oral examination. Conducted by the class teacher, recorded on tape and marked by the Committee's examiners[1].	Listening comprehension: questions in written English; answers in written English[4] /II.1a/. A narrative prose passage will be read aloud by the teacher three times. Candidates have the questions in front of them before the first reading, but during this reading they will listen only. An interval of two minutes will follow to allow candidates to examine the questions and make notes. They will by allowed to make notes during subsequent readings. The third reading will immediately follow the second. During this reading a pause will be made at the end of each paragraph to allow candidates to answer the questions which refer to that paragraph.	3 Written comprehension: questions written in English; answer written in English[4] /III.2a/. Passage (about 150 words) of simple narrative or descriptive prose. 4 Written comprehension: foreign language passage: precis in English[4] /III.3/. Narrative passage (300-400 words). Candidates will be required to write a story in English in about half the length of the original and containing the salient points.	1 Composition /IV.3/. EITHER composition (in past tenses)[6] on a topic relating to everyday life, based on a suggested outline in the foreign language. OR letter on a different topic, also with a suggested outline if necessary. 2 Picture test: written questions in foreign language; written answers in foreign language[4] /IV.5/. Candidates will be required to answer in Italian a number of questions based on a drawing or series of drawings. Answers should be in complete sentences[6]. Dictation /IV.4/[7].

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1 Additional information and instructions are provided: See Source 2 opposite

2 List published: See Source 3 and Section B opposite

3 Information is provided in Source 1: See Section B opposite

4 May be answered in English or Welsh

5 Additional information on mark allocations published: See Source 4 and Section C opposite

6 See Source 4 opposite

7 Instructions published: See Source 5 and Section B opposite

Table 97 East Midland Regional Examinations Board Russian Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

Candidates should have the ability to communicate, with understanding, in spoken and written Russian in simple everyday situations. The candidates are also expected to have some knowledge of the country and the life of the people. (Source 1)

The examination is designed to test the following skills:

1. The ability to write in the language and demonstrate, under examination conditions, a knowledge of simple vocbaulary and grammatical structure.
2. The ability to speak Russian.
3. The ability to translate the language effectively.
4. The ability to demonstrate a knowledge of the historical, geographical and cultural background of the country. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(The Board has published a list of structures in conventional terms which runs to two pages, in Source 3.) (It) is not a detailed prescriptive (list), but is intended to help the teacher in the preparation of candidates for the examination. Sometimes a passive knowledge of certain grammar will be quite adequate...(Source 3)

Paper I, part A

...content...will be based in the main on the candidate's personal details and activities at home, at school and at rest...the last five questions may be broadened to include some simple general-knowledge quetions about the Soviet Union. The questions will test knowledge of idioms and constructions in common use. (Source 1)

Background studies project

...MUST be concerned with some aspect of "the country and the life of the people". (Source 1) (The Board lists twelve suggested topics, e.g. a major town.) (Source 1) This list is intended only as a starting point....Candidates are advised to select a specific rather than a general area of study....(Source 1)

Oral assessment, spoken Russian

...practice in spoken Russian...should include some or all of the following: a. description of commonplace objects; b. description of class activities; c. conversation on personal data; d. reproduction of material, e.g. stories; e. practical situations, e.g. shopping; f. dramatic work; g. topics /e.g. hobbies, visits, meals/. (Source 1)

Moderation test, spoken Russian

...such topics as school activities, their family, personal data and activities, where they live, the weather, holidays....(Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(The Board has provided specific information in Source 1 on the reading and spoken Russian elements of the oral assessment and the moderation test. Information runs to one page. Information is also provided on the background studies project, running to approximately half a page.) (Source 1)

(See mark allocations opposite.)

Moderation test, spoken Russian

...candidates whose conversation consists largely of monosyllabic or disjointed replies cannot receive as much credit for such a performance. (Source 1)

Background studies project

The teacher should initially mark the project out of forty according to the scheme.... a. accuracy and relevancy to the topic selected 15/40; b. breadth and depth of material ....15/40; c. neatness and presentation 10/40....

(Six categories of grading.) (Source 1)

Paper I, part A

Each question will carry the same number of marks. (Source 1)

Paper I, part B translation into English

...the passage will be divided into a number of sections. Each correct section will carry the same mark. (Source 1)

Paper 2, part A written comprehension

The questions to be answered in English will carry 40% of the marks...and those to be answered in Russian 60%. (Source 1)

Paper 2, part B aural comprehension

Each question will carry the same number of marks. (Source 1)

Oral assessment and moderation test, Reading and spoken Russian

(Five categories of grading each. Spoken Russian carries thirty marks and Reading ten marks Criteria of assessment are shown for each grade.) (Source 1)

D. SOURCES

All published by the East Midland Regional Examinations Board (Certificate of Secondary Education).

1 Russian 1979.

2 For the attention of subject teachers. Oral and coursework marks 1979. Russian.

3 List of structures. 4 Russian in modern languages 1980.

Table 97 East Midland Regional Examinations Board CSE : Russian Two written papers, an oral assessment and a project

	I ORAL	II AURAL	III READING	IV WRITING	V BACKGROUND
Paper	Oral assessment[1]: by school, based on candidate's normal work in class Moderation test[2] : for a sample of candidates	Paper 2, part B aural comprehension	Paper 1, part A questions in Russian, part B translation into English Paper 2, part A written comprehension	Paper 1, part A questions in Russian Paper 2, part A written comprehension	Background studies project
Time	Moderation test: a. spoken Russian 5 - 10 mins b. reading passage not indicated	about 40 mins	1 total 1 hour 2A 45 mins	1 total 1 hour 2A 45 mins	not applicable
Marks	Oral assessment: 30% scaled from 40 marks (spoken Russian 30 marks; reading 10 marks) These marks also apply to the moderation test	10%	1A 15% 1B 10% 2A 15%	1A 15% 2A 15%	20%
Description	a General conversation /I.2/. As far as possible the moderation will take the form of a natural conversation. Candidates should be capable of talking about such topics as school activities, family, personal data, where they live, the weather, holidays. A picture may be used related to one of these topics to stimulate conversation. Replies need not be in complete sentences. b Reading aloud /I.1/. Two different passages to be used in rotation will be provided by the Board. Candidates are given time to prepare the passage. For moderation purposes only, a recording (of spoken Russian and a reading passage supplied by the Board) is made for each candidate. The test is administered by the teacher and recorded. The subject teacher should then assess both spoken Russian and the reading passage by listening to the tapes, employing the same standards as were used for the oral assessment. The tapes are then sent to the moderator, who will adjust the marks awarded for the oral assessment, if necessary[2].	Listening comprehension: questions in written English; answers in written English /II.1a/. Passage (200 - 250 words) is read aloud at normal speed by the teacher. The passage is read a second time in sections with a five minute pause after each section has been read. During each pause the candidates answer the questions set on that section. The whole passage is read a third time at normal speed with five minutes for revision. The questions cover about twenty points in the narrative and need not be answered in complete sentences.	1A Written comprehension: questions written in foreign language; answers written in foreign language /III.2b/. Twenty five questions testing knowledge and use of idioms and constructions in common use will be set to be answered in complete sentences, of which candidates will be required to answer twenty[3]. See IV WRITING. 1B Translation foreign language to English /III.1/. Passage of continuous prose. 2A Written comprehension: questions written in English; answers written in English /III.2a/. Answers should take the form of complete sentences. 2A Written comprehension: questions written in foreign language; answers written in foreign language /III.2b/. (Same passage as 2A above.) Answers should take the form of complete sentences. See IV WRITING.	1A Written comprehension: questions written in foreign language; answers written in foreign language /IV.2/. Twenty five questions testing knowledge and use of idioms and constructions in common use will be set to be answered in complete sentences, of which the candidate will be required to answer twenty[3]. See III READING. 2A Written comprehension: questions written in foreign language; answers written in foreign language /IV.2/. AND Written comprehension: questions written in English; answers written in English /III.2a/. A passage will be set in Russian. Some questions in English requiring answers in English, some in Russian requiring answers in Russian[4]. Answers must be in complete sentences.	Written project /IV.4/. Candidates are required to submit a project (1000 words). Where possible the project should contain illustrative material. It must be the result of the candidates own unaided endeavours, though the teacher may give general guidance as to sources to be used and the relative importance of the various aspects of the chosen topic. A list of sources and books consulted should be given at the end of the project[5,6].

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[1] See Sections B and C opposite

[2] See Source 2 opposite

[3] See Section B opposite

[4] For respective mark allocations See Section C opposite

[5] See Section B opposite: List of suggested topics published

[6] Marked by the teacher and moderated by the Board

Table 98 Southern Regional Examinations Board Russian Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

...to evaluate the level of attainment and performance in Russian language skills of candidates who have studied Russian in the secondary school for a minimum of two academic years [or five terms].

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information provided. The following information is derived from the sources indicated:)

Whilst the language situations and topics for active production are delineated, candidates will be expected to understand more than they can produce, in both speech and writing. (Source 1)

3, Speaking test, part a role-playing

(Ten prescribed situations, e.g. travelling by city transport.) (Source 1)

3, Speaking test, part b personal conversation

Conversation upon personal and everyday topics....(Source 1) (Based on eight prescribed topics, e.g. interests and leisure activities.) (Source 1)

2, Writing test

(Based on the eight topics for the personal conversation of the speaking test.) (Source 1) The Writing test may also include specific events not listed above, but linked to one or more of the topics. (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

Each skill is tested separately, and the mark-weighting for the four tests discriminates in favour of the aural/oral skills.(Source 1)

(The Board has provided specific information on marking schemes for all parts of the examination in the form of separately published typed manuscripts of varying lengths. Specimen answers are given for the listening and reading comprehension test.)

3, Speaking test, part a role-playing

Candidates will have taken two situations, each of which carries 5% of the marks. (Source 2)
The criteria to be assessed are: promptness, appropriateness, fluency and accuracy, and these need to be viewed in relation to each other. (Source 2)
...each item [three in each situtation, six in total] (is to be marked) on a 5-4-3-2-1-0 scale....This will give a working total out of thirty....(Source 2)
(The criteria of assessment for each of the six points on the scale are given.) (Source 2)

3, Speaking test, part b personal conversation

...marked under two main headings: a. Content: what the candidate says. b. Quality: how he says it.
Teachers should bear in mind the following general criteria: a. The form of the answer should be as natural as possible. b. Comprehension.... c. Intelligibility.... d. Fluency and spontaneity.... e. Technical ability. Range of vocabulary - use of simple idiom - pronunciation, accent and intonation - grammatical accuracy. (Source 4)

Content: ...up to eight marks....Particular emphasis should be given to the answers to open-ended questions where the candidate is trying to give answers and descriptions of some length. (Source 4)

Quality: a. ...up to four (marks) based on the candidate's pronunciation, intonation and expression. b. ...up to eight (marks) based on the candidate's grammatical accuracy, paying particular attention to verb usage. (Source 4)

1A, Listening comprehension

(Specimen answers and mark allocations given for part a (part 1 in 1978) for each answer. These allocations vary according to the question, producing a working total of forty marks. Similar information is provided for part b (part 2 in 1978) producing a working total of twenty marks.) (Source 5)

...the answers suggested are not necessarily exhaustive, and...discretion may need to be used in assessing different answers. (Source 5)

1B, Reading comprehension

(The correct answers are given for each of the ten questions in part a (part 1 in 1978). In part b (part 2 in 1978) marks are awarded on a 4-3-2-1-0 scale, taking the fullness and accuracy of the answer into account. Specimen answers are given.) (Source 5)

2, Writing test

(Marked) on a comparative impression basis, allowing up to five marks for each of the following criteria: a. Relevance.... b. Scope.... c. Accuracy.... d. Fluency. (Source 5) (Each of these criteria is defined.)

(Further useful information relevant to Section C has been published in Source 6, a typed manuscript covering the criteria for the establishment of Grades 1 and 4. The Board specifies what is expected from candidates in each of the two grades under the two headings Oral and Written, each sub-divided into Comprehension and Production.)

D. SOURCES

All published by the Southern Regional Examinations Board.

1 Syllabuses for the examinations in modern languages for the Certificate of Secondary Education 1979.

2 Certificate of Secondary Education Examinations, 1978. Syllabus R. Russian. Instructions to teachers. Marking/Assessment of oral test. 20R/78/OL/MS. Russian Teacher. March 1978.

3 Certificate of Secondary Education Examinations. Russian. (Syllabus R). Oral test. Role-playing situations. Master-sheet for examining teacher. 20R/OL/1. Teacher/Examiner.

4 Certificate of Secondary Education Examinations, 1978. Modern languages. Subject information and instructions to teachers. 17R/78/1; 18R/78/1; 19R/78/1; 19 Mode 2/78/1; 20R/78/1. December 1977.

5 Certificate of Secondary Education Examinations, 1978. Russian. (Syllabus R). Marking scheme for the listening comprehension, reading comprehension and writing tests. 20R/78/MS. Russian Teacher. April 1978.

6 Report of meeting of Moderating Sub-Committee held on Saturday, 17th March, 1979 for the purpose of determining grade criteria. Criteria for the establishment of Grades 1 and 4. SSC/64 Item 5.

Table 98 Southern Regional Examinations Board CSE: Russian Three written papers and an oral test

	I ORAL	II AURAL	III READING	IV WRITING
Paper	3, Speaking test, part a role-playing, part b personal conversation	1A, Listening comprehension test, part a, part b	1B, Reading comprehension test, part a, part b	2, Writing test
Time	total about 10 mins + 5 mins preparation time for part a	½ hour	45 mins	1 hour
Marks	total 30%	30%	20%	20%
Description	Role-playing /I.3/. Based on the ten prescribed situations[1]. The candidate randomly selects two situations from the minimum of six provided. Each card gives three[2] instructions in English on what information the candidate is to elicit from the teacher. After the preparation period, the teacher introduces each role in turn as indicated on his script which gives details of what the candidate is to say in Russian, including items where the precise content is for the candidate to decide. The teacher's script is intended as a general guide, as his actual responses will depend on what the candidate actually says, and should always be appropriate to the situation[3]. If the candidate is unable to perform any part of his role, the teacher should lead him to the next part by giving the scripted reply or indicate in the language that he should proceed to the next part[4]. Conversation on prescribed topics /I.2b/. Based on list of eight prescribed topics[1]. Conversation based upon personal and everyday topics with the assistance of a picture stimulus where appropriate. The teacher should start with simple questions. During the conversation he should give the candidate every encouragement by sustaining the conversation in as natural a manner as possible. A sustained lecture, pre-learnt material, and questions inviting yes or no replies should be avoided. The same set of questions should not be repeated to each candidate[4]. Conducted and marked by the candidate's own teacher. The whole examination of each candidate is recorded on tape and is sent to the Board's moderator together with the marks[4].	Listening comprehension: questions in written English; answers in written English[5] /II.1a/. a Twenty short dialogues recorded once. b One longer narrative/dialogue recorded twice.	a Written comprehension: foreign language passage: multiple-choice questions in foreign language /III.2c/. Ten short passages. b Written comprehension: questions written in English; answers written in English /III.2a/. One longer narrative passage (250 - 300 words).	Composition /IV.3/. Letter in English from a Russian boy or girl designed to stimulate in reply a letter in Russian of approximately 150 words. Based on the eight prescribed situations for personal conversation[1].

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[1] List published: See Source 1 and Section B opposite

[2] See Source 2 opposite

[3] See Source 3 opposite

[4] See Source 4 opposite

[5] Specimen tape available

Table 99 Associated Lancashire Schools Examining Board Spanish Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

Candidates entered for this examination should be able to understand the language spoken by a native speaker talking on a subject within the pupil's experience; to read with reasonable fluency and good understanding of a straightforward prose passage in the foreign language; to express himself with reasonable accuracy in speech and writing in the foreign language on subjects within his linguistic experience; have acquired some knowledge of the general background of the people who speak the language as their mother tongue.... (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information provided with the exception of the following points on vocabulary, verbs and accentuation.)

Vocabulary

The vocabulary will be that required to deal with everyday situations and experiences in the country concerned. (Source 1)

Verbs

Candidates should be able to recognise, understand and use all tenses and mood necessary to sustain a simple conversation. (Source 1)

Accentuation

The revised rules of accentuation issued by the Spanish Academy should be used. (Source 1)
(The above information is all that the Board provides for Spanish.)

Oral examination, part a conversation I

(The five topics are Basic small change; The pupil in society; The country whose language we learn; travel, localities, holidays; Sports and recreation. Each of these has five sub-sections, e.g. Basic small change : telling the time, dates. Sports and recreation: a hobby of choice.) (Source 1)

Oral examination, part a conversation II

List 1 will contain simple questions such as time, number, weather, etc. List 2 will contain more difficult questions such as descriptions, reasoning, knowledge of tenses etc. (Source 2)

Oral examination, part a conversation III

(Ten role-playing situations. Within each topic details are given of what is expected from the candidate, e.g. Finding one's way: reference to transport, distance, time, cost; conventional expressions for giving directions. Entertainments : enquiries and booking seats for theatre, cinema, bullfight or sporting events.) (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information on marking principles, criteria of assessment and scoring have been provided for the oral examination, part a only. For each test, the information runs to a few lines.) (Source 2)

(See mark allocations opposite.)

Oral examination, part a reading I

In each sentence a number of key sounds will be indicated and teachers are to award one point for each of these sounds correctly pronounced. If the sound is incorrect no marks are to be awarded. (Source 2)

Oral examination, part a reading II

...to be marked subjectively, five marks being made available for intonation, interpretation, fluency and general impression. (Source 2)

Oral examination, part a conversation I, conversation II, conversation III

In the conversation section of the examination the teacher should look rather for:
a. ready comprehension of the question;
b. an appropriate and accurate response, delivered without undue hesitation;
c. fluency, accurate pronunciation and intonation.
For a combination of these, full marks should be given.
Faults for which half-marks should be deducted are, for example:
a. Gross grammatical or syntactical errors, such as a wrong word order in German or a wrong verb-form in French;
b. the answer 'yes' or 'no' when a more explicit reply is obviously desirable;
c. imperfect understanding of the question leading to a partially wrong answer.
(Source 2)

Oral examination, part a conversation I

(Ten marks based on general impression.) (Source 2)

Oral examination, part a conversation II

(For list 1 questions, one mark for each question on the scale nil, half, one. Two marks for each list 2 question on the scale nil, half, one, one and a half, two.) (Source 2) One reply of "I don't know" properly expressed in the language may be allowed to count for marks. Complete sentences should not be insisted upon but unnatural terseness should be penalised. (Source 2)

Oral examination, part a reading and conversation

Teachers who opt for assessment over a period of time will be expected to provide sample material for their own tests covering the two parts of the reading test and the three parts of the Conversation text. They are free to vary the type of material used and in particular in part III of Conversation (situations) to adopt one or more of the suggestions included in the sample material which was circulated with Newsletter 18 rather than confining themselves to assessing ability by seeking questions from the candidates. (Source 1)

D. SOURCES

All published by the Associated Lancashire Schools Examining Board.

1 Certificate of Secondary Education. Examination Syllabus 1979. Modern languages.

2 Certificate of Secondary Education. Instructions for the examination 1979. Modern languages. French, German, Spanish.

3 Certificate of Secondary Education. Spanish / Listening comprehension. May 1978. Teacher's material. (Confidential).

4 Certificate of Secondary Education. Spanish / Written. May 1978.

Table 99 Associated Lancashire Schools Examining Board CSE : Spanish Two written papers and an oral examination

	I ORAL	II AURAL	III READING	IV WRITING	V BACKGROUND
Paper	EITHER by periodic teacher assessments culminating in a final mark to be submitted to the Board OR by a test administered at the end of the course using material supplied by the Board. Oral examination[1], part a reading and conversation (reading I, reading II, conversation I, conversation II, conversation III)[2]	Oral examination, part b listening comprehension, part I, part II	Written paper, part a comprehension I, part b comprehension II	Written paper, part c free composition	Written paper, part d background knowledge
Time	Reading I and reading II 5 mins plus 5 mins preparation time[2] Conversation I, conversation II, conversation II 15 mins plus preparation time for conversation III, (see below, conversation III should last about 3 mins)[2]	about 45 mins	Written paper total 1¾ hours	Written paper total 1¾ hours	Written paper total 1¾ hours
Marks	Periodic assessment and formal tests: reading I approx. 3%[2] reading II approx. 3%[2] conversation I approx. 5%[2] conversation II approx. 8%[2] conversation III approx. 8%[2]	approx. 26%	a approx. 13% b approx. 11%	18% approx.	approx. 5%
Description	Reading aloud /I.1/. I Ten separate sentences in Spanish. Candidates should be instructed to read each one slowly and deliberately and to pause a few moments between one sentence and the next[2]. II Continuous passage(s) to be read at normal speed[2]. Conversation tests: I Questions from a set list /I.2b/. Each candidate should be asked ten questions from a list of forty questions to include some from each of the four groups of topics[3]. At the examination the list is made up of ten questions from each of the topics I and II, and from each of two of topics III, IV and V. The teacher may ask his own questions if this would facilitate the conversation, although approximately the same subject matter should be maintained[2]. II Questions on a single picture /I.2c/. Board supplies a number of pictures, each accompanied by two lists of ten questions. List 1 contains simple questions, list 2 more difficult questions[4]. The teacher selects one picture randomly for each candidate and asks five questions from each list. Questions may be repeated if necessary. Where there is no comprehension, the teacher should proceed to the next question. Complete sentences should not be insisted upon[2]. III Role-playing /I.3/. Based upon the ten prescribed situations[3]. Candidate selects three situations randomly from ten role-playing cards. After a short period allowed for studying the situations he selects the one on which he wishes to be tested. He is allowed a further five minutes to study this final selection and to make notes. He is then required to ask questions of the teacher to obtain the information outlined in the card[2]. The assessment may be based at the school's discretion either on formal tests, see above, or on a series of tests held throughout the latter part of the course based on material provided by the teacher. In either case the test must be conducted by the teacher and will be moderated by the Board[2,5].	Listening comprehension: questions in written English; answers in written English /II.1a/. I Variety of questions calling for short answers recorded on tape. Test is played once only[6]. II Narrative passage (about 150 words) read by the teacher. Whole passage is read once at normal speed, then the question papers are distributed and the candidates are given three minutes[6] to study the questions. The passage is read again in sections. After each section has been read, candidates answer the questions on that section. The whole passage is read a third time with five minutes for revision.	a Written comprehension: foreign language passage: multiple-choice questions in foreign language /III.2c/. Questions of the objective type. b Written comprehension: questions written in English; answers written in English /III.2a/ Questions on passages. Candidates should give as much information as possible[7].	Composition /IV.3/ 100 - 130 words on one topic or about 60 words on each of two topics. Choice given: a picture/picture series; given topic; dialogue to be continued; outline in the language; letter to be answered. Tenses should be appropriate to the alternative chosen.	Questions requiring brief answers /V.1/. There will be a wide choice of topics.

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1 Additional information published: See Source 2 opposite

2 See Source 2 opposite

3 List published: See Source 1 and Section B opposite

4 See Section B opposite

5 See Section C opposite

6 See Source 3 opposite

7 See Source 4 opposite

Table 100 East Anglian Examinations Board Spanish Syllabus (North) CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

The candidate will be expected to be able to understand and communicate in the foreign language in realistic everyday situations. The examiner will assume that the following skills have been developed:
a. the ability to understand the spoken language;
b. the ability to speak the language;
c. the ability to understand the written language;
d. the ability to write the language.
They will also assume that the candidate has been brought into contact with the country and its culture as an integral part of the examination course. In order to obtain a more accurate assessment, the candidate will be tested on each skill separately. With this object in mind, the examination has been designed so that wherever possible the candidate is not required to employ one skill in order that a second one be tested. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(Specific but brief information has been provided on vocabulary and use of tenses in Source 1 and Source 2.)

Vocabulary

The vocabulary employed in the examination will be that commonly associated with the (sixteen topics listed....) (Source 1) (Sixteen topics are listed, some with closely allied subjects, e.g. animals, parts of the body and clothing.) (Source 1) A small proportion of the vocabulary used in the examination may not necessarily be included in the...topics, but its meaning will be readily understood from the context. (Source 1)

It is impossible to give an exhaustive vocabulary without, by implication, excluding what is not listed therein. In general, the scope of the vocabulary expected of the examination candidate will be that which the pupil of average ability should have acquired during the course of study. (Source 2)

Use of verbs

The following (list is) not to be regarded as a restriction on the teacher but as a guide to what may be demanded of candidates in the examinations. (Source 1) Recognition and use of verbs in the forms and persons in current use. The following tenses to be recognised and used: present, imperfect, preterite, perfect, pluperfect, future with "ir", future simple, conditional. Knowledge of the common root-changing verbs. The pupils should be able to use the imperative and common impersonal expressions. (Source 1)

Oral test, Item 2 role-playing situations

(Thirteen role-playing situations, e.g. Cinema, Lost Property Office. Certain topics may provide more than one situation.) (Source 1)

Oral test, Item 3 general questions

(Ten questions of a more general nature based on five of the sixteen topics listed under Vocabulary above.) (Source 1) These questions...are intended for development or to provide scope for a short conversation which may will depart from the original topic. (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information is given in Source 2 . In the case of the written papers, details are given on how to achieve good marks and on the nature of the marking scheme. For the oral test information is also given in Source 1. In both Source 1 and Source 2 information does not run to more than a few lines for each test.

(See mark allocations opposite.)

General

A positive system of marking will be used throughout the examination in all three languages. (Source 2)

Paper 1, part A listening comprehension and part B reading comprehension

Marks will be awarded solely on the basis of the factual accuracy of the answers given. (Source 2)

Paper 1, part A listening comprehension

A full sentence is not required, provided that all the information asked for is given. (Source 2)

Paper 1, part B reading comprehension

A full sentence is not necessary, provided that all the information requested is given. (Source 2)

Paper II, Written production, part A and part B

In both parts of this paper, credit will be given for variety in vocabulary and structure. (Source 2)

Paper II, part B composition

Candidates should be instructed to keep to the story-line and to make adequate reference to all the pictures in the set /in the past, candidates have frequently expanded all their allowance of words on the first one or two frames and thereby deprived themselves of the means of telling the complete story./ (Source 2) Credit will be given for the correct layout of the letter appropriate to the foreign language. (Source 1)

The phrase "correct layout of the letter" means that the date, salutation and valediction are to be given in the manner appropriate to the language. The date must be written.... It will not suffice to put e.g."22/2/79". Examples of acceptable forms of salutation and valediction are given.... (Source 2)

Oral test, Item 1 questions on a picture

Where the candidate is unable to answer the question as given, it may be asked in a different form or a different approach may be used, but this will be reflected in the marks awarded. The number of marks which may be awarded is shown at the end of each question. The total score is to be divided by four to reduce it to a mark out of 10%. (Source 2) (Each of the ten questions is worth four marks.) (Source 2)

Oral test, Item 2 role-playing situations

(Two situations, each marked out of maximum 10 marks. Each candidate's contributions to be awarded 0, 1, 2 or 3 marks). For each situation an additional mark (or ½ mark) may be awarded for overall fluency and use of common courtesies. (Source 3).

Oral test, Item 3 general questions

This part of the test lays emphasis on fluency. (Source 1)

D. SOURCES

All published by the East Anglian Examinations Board.

1 Section 9. Modern languages syllabuses 1979.

2 Section 9. Modern languages Mode 1 (North). Specimen paper 1979.

3 Modern languages Mode 1 (North) 1979. Administrative instructions and notes for guidance in the conduct of the oral tests. G.N.9(T) ORALS 1979.

Table 100 East Anglian Examinations Board CSE : Spanish (North) Two written papers and an oral test

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral test[1], Item 1 picture, Item 2 role-playing, Item 3 general questions	Paper 1, Comprehension, part A listening comprehension	Paper I, Comprehension, part B reading comprehension	Paper II, Written production, part A, part B
Time	Oral test total 20 mins plus 10 mins preparation time for Items 1 and 2[2]	45 mins	45 mins	1½ hours
Marks	1 10% 2 10% 3 10%	25%	20%	IIA 10% IIB 15%
Description	1 Conversation on a single picture /I.2c/. Candidate answers ten set questions on a single picture. Board supplies four pictures. The teacher should not prompt the candidate, but where the candidate is unable to asnwer the question as given, it may be asked in a different form or a different approach may be used[2,3] 2 Role-playing /I.3/. Candidate is given two role-playing situations based on thirteen prescribed situations[4] selected randomly by the teacher from sixteen role-playing cards which should be used equally. Each card has instructions in English[2], giving the candidate the three questions he is to put to the teacher. The teacher introduces each role in turn with the appropriate introduction suggested in his script, then the candidate asks the three questions. The teacher should have previously prepared possible answers to the candidates questions, although his script gives suggested replies, also indicating the type of natural responses in Spanish expected from the candidate. These are not prescriptive[2,3]. 3 Conversation from a set list /I.2b/. The candidate answers two questions selected by the teacher randomly from a list of ten questions of a more general nature based on five of the sixteen prescribed topics[4]. Each topic has two questions. The candidate will be required to answer questions on two different topics. The questions are intended for development or to provide scope for a short conversation which may depart from the original topic[3]. Conducted and marked by a teacher.	Listening comprehension: questions in written English; answers in written English /II.1a/. Twenty short passages are read aloud to the candidates by the teacher each with a single question. Candidates have the questions in front of them before the examination begins. Each passage is read twice. Candidates must not write anything during the first reading which should be slightly slower than normal. When the candidates have been given sufficient time to write their answers, the passage is read a second time at normal speed followed by a short pause for candidates to revise their answers. A full sentence is not required provided that all information asked for is given[2,3].	Written comprehension: questions written in English; answers written in English /III.2a/. Candidates answer five questions in English on each of four passages which are longer than those for Listening comprehension. A full complete sentence is not necessary.	A Composition /IV.3/. Candidate is presented with four unrelated pictures and is required to write a description of each one in 25 - 30 words. The use of present tense is acceptable; other tenses may be used where more appropriate[3]. B Compositon /IV.3/. Letter (120 - 150 words) to a pen-pal based on stimulus material provided by a picture series using past tenses. The candidate is required to identify himself with the person in the story. Date, salutation and valediction are to be given in the manner appropriate to the language[3,5].

[1] Additional information published: See Source 2 opposite

[2] See Source 2 opposite

[3] Specimen provided: See Source 2 opposite

[4] List published: See Source 1 and Section B opposite

[5] Examples of acceptable forms of salutation and valediction given: See Source 2 and Section C opposite

Table 101   East Anglian Examinations Board   Spanish Syllabus (South) CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

A pupil may reasonably be expected: 1. to understand the language when it is spoken; 2. to express himself orally in the language; 3. to understand the language when he *reads it; 4. to express himself in writing in the language; 5. to have acquired some knowledge of the general background of the people who speak the language as their mother tongue. [N.B. This will be examined as part of the Oral test]. *"reads" should not be taken to mean "read aloud". (Source 1)
..."language" shall be deemed to mean "everyday language applicable to situations within the candidate's experience." (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(The Board has provided specific information on both grammatical content and vocabulary in Source 1 which runs to approximately one page.) The headings for vocabulary attempt to define a field which would come within the candidate's experience, and the outline of grammar represents what is considered necessary for adequate comprehension and the use of language. It is not of course intended that schools must restrict themselves to what is suggested. (Source 1)

(The Board give nineteen headings for vocabulary, some supplemented by closely allied subject areas, e.g. Personal communication [letter, stamps, telegrams, postcards, telephone]; Clothing.) (Source 1)
(The list of grammatical items is in conventional terms. It runs to approximately half a page.) (Source 1)

Oral test, Item 1 situations

(Ten areas are listed, e.g. Travelling by car - at the garage, breakdowns, routes and directions.) (Source 1)

Oral test, Item 2 prepared questions

(Ten themes, each with three easy and four more difficult questions, e.g. Myself.) (Source 1)

Oral test, Item 4 questions and conversation on a prepared topic

(Seven topics are listed, e.g. My plans for the future.) (Source 1)
Although these topics do not preclude the possibility of preparing a topic based on the foreign country, they have been chosen so that every candidate may, if he so prefers, discuss a subject within his personal experience. (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information has been provided for the oral test only in Source 2. Information is given on each item, running to a paragraph or two per item. Other information is derived from the sources indicated, including Source 6 which appears to be relevant to Spanish.) (See mark allocations opposite.)

Oral test, Item 1 situations

A natural response, whether phrase or sentence, will gain full marks. Common courtesies, where appropriate must be included for full marks. (Source 2)
[Mark, four, three, two, one or nil.] (Source 2)

Oral test, Item 2 prepared questions

The candidate will lose one mark if repetition of any question is necessary through lack of comprehension. The candidate's first answer, including spontaneous correction, must be accepted and marks awarded accordingly, two marks being deducted if a finite verb is omitted or used incorrectly and one mark for other errors. (Source 2)
[Mark, four, three, two, one or nil.] (Source 2)

Oral test, Item 3 questions on prepared pictures

A question may be repeated as it is set with a reduction on one mark. If a candidate answers the question wrongly when it is first put, it should not be repeated but simply marked as nil. The response to a question must contain a finite verb. Answers beginning [e.g.] ..."Porque" are acceptable where appropriate to the question.

...two marks are to be deducted for the omission or incorrect use of a finite verb. Marks are...deducted for grammatical errors, but the candidate who shows that he has comprehended the question may be given one mark even though his answer would otherwise have earned no marks. (Source 2)
[Mark, four, three, two, one or nil.] (Source 2)

Oral test, Item 4 questions and conversation on prepared topic

...there is scope for the more able candidates to use a variety of tense and gain credit accordingly. Where a weaker candidate shows a more limited command of tenses, the mark will reflect this. In the first part...ten questions should be put to the candidate and marked on impression out of a total of twenty. Fluency and pronunciation should be taken into account. Single word answers gain no marks...The idea of the second part is to test the candidate's ability to converse in the foreign language and not his retention of pre-learnt material. An examiner who ignores this principle is likely to prejudice his candidate's chances of earning good marks. This part is also marked on impression out of twenty. (Source 2)
(There are six categories of grading for both parts.) (Source 2)

Paper I, question 2

...candidates should take full advantage of information supplied in the question itself.... Candidates should also recognise words or phrases given, that require minor adaptations before they can be used....(Source 6)
The tense and form of...answers should suit those of the questions and no marks will be gained by simply copying out irrelevant portions of the text. (Source 5)

Paper II, question 1 listening comprehension and question 2 reading comprehension

Though there is no insistence in Paper II on the production of complete sentences, nor on correct spelling, since it is designed purely as a test of comprehension, the information given still needs to be both accurate and complete. (Source 6)

General

The examiner must be satisfied with the candidate's performance in all sections of the examination. (source 1)

D. SOURCES

All published by the East Anglian Examinations Board.

1 Section 9. Modern languages syllabuses 1979.

2 Modern languages Mode 1 South, 1979. Administrative instructions and notes for guidance in the conduct of the oral tests. G.S.9(T) Orals 1979.

3 Modern languages Mode 1 (South). Specimen oral tests and notes for guidance 1978. Section 9.

4 Mode 1 - South. Spanish. Listening comprehension test. S/9/-/S Spanish (Paper II) (Supervisor's only) May 1978.

5 Mode 1 - South. Spanish (Paper I) S/9/-/S April 1978.

6 Chief examiners' reports 1978. Modern languages. Section 9. French. S/9/-/S.

Table 101 East Anglian Examinations Board CSE : Spanish (South) Two written papers and an oral test

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral test[1], Item 1 situations, Item 2 prepared questions, Item 3 questions on prepared pictures, Item 4 questions and conversation on prepared topic	Paper II, question 1 listening comprehension	Paper I, question 1 Paper II, question 2 reading comprehension	Paper I, question 1, question 2
Time	Oral test total 10 - 12 mins plus preparation time for Item 1[2]	30 mins[6]	I total 1½ hours II 2 30 mins[6]	1½ hours
Marks	1 10% 2 10% 3 10% 4 10%	10%	I 1 15% II 2 10%	I 1 15% I 2 25%
Description	1 Role-playing /I.3/. Candidate is required to take part in two brief dialogues with the teacher based on the ten prescribed situations[3]. The two situations are selected randomly by the teacher from ten role-playing cards, each containing five instructions in English. Different combinations of cards are to be used for successive candidates. The teacher has a script with his own responses in French and candidate's instructions in English. If the candidate cannot find the necessary response to a section, the teacher may bridge the gap by an appropriate interpolation or instruct the candidate to proceed to the next part of the dialogue[2,4]. 2 Questions from a set list /I.2b/. Based on the list of seventy prescribed questions arranged into ten themes[3]. Each of the ten themes contains three easy questions and four more difficult questions representing all ten themes, the various permutations indicated by the Board. Of these, six will some from the harder sections. Each set is chosen randomly by the teacher who may repeat a question but not rephrase it[2,4]. 3 Questions on a single picture /I.2/. In the Spring term of the examination year the Board supplies each school with copies of four pictures to be taken into use immediately in the preparation of candidates for the examination. In the test the candidate is required to answer all ten of the questions set on the picture which is chosen randomly by the teacher. He is required to give his answer in a complete sentence using the tense appropriate to that of the question. The teacher must not prompt the candidate, but may repeat a question as set[2,4]. 4 Conversation on a prescribed topic /I.2b/. Suitable visual material may be used. Each candidate is required to choose one of the seven prescribed topics[3], and must be prepared to discuss it in the test without delivering a set speech or mere recitation of facts. After the ten questions the teacher should proceed to a more spontaneous conversation of similar length to the first arising from the topic. The teacher should phrase at least a couple of questions in such a way as to elicit a response in tenses other than the present, where this has not occurred in the first part[2,4,5]. Conducted and marked by the candidate's own teacher. A sample is recorded on tape and sent to the moderator for external moderation[2].	Listening comprehension: questions in written English; answers in written English /II.1a/. Whole passage is read to the candidates by the teacher, then the candidates are given time to read the questions set on that passage. The passage is read a second time in sections. After each section has been read, candidates answer the questions set on that section. When all the sections have been read, the whole passage is read again with five minutes for revision. Candidates must not write anything whilst the passage is being read[6].	I 1 Written comprehension: questions written in foreign language; answers written in foreign language /III.2b/. Questions are graded in difficulty involving a variety of tenses. The candidate is expected to answer in a sentence or clause. The tense and form of the candidate's answer should suit those of the question[7]. See IV WRITING. II 2 Written comprehension: questions written in English; answers written in English /III.2a/.	I 1 Written comprehension: questions written in foreign language; answers written in foreign language /IV.2/. Questions are graded in difficulty involving a variety of tenses. The candidate is expected to answer in a complete sentence or clause. The tense and form of the candidate's answers should suit those of the question[7]. See III READING. I 2 Composition /IV.3/. Candidates are required to write 100 - 120 words on one of the following compositions using a variety of tenses as appropriate. Each year only one topic from the following alternatives will be offered giving a choice of three subjects: Letter: EITHER a letter to be written by the candidate based on a given outline OR a reply by the candidate to a letter in the foreign language which will be given in full on the question paper. Story: based on a series of pictures, possible with some guidance provided by the examiner. One of the following: a. a story guided by a supplied summary in the language; b. the continuation of a given story; c. unassisted composition [choice of three titles].

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1 Additional information provided: See Source 2 opposite

2 See Source 2 opposite

3 List published: See Source 1 and Section B opposite

4 Specimen published: See Source 3 opposite

5 See Section B opposite

6 See Source 4 opposite

7 See Source 5 opposite

Table 102 East Midland Regional Examinations Board Spanish Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

To provide the full range of CSE candidates with an opportunity to study the language of Spain and the culture of the areas in which the language is spoken.

a. Candidates will be expected to develop the following language skills:-
1. speaking and writing the language;
2. understanding the language in its spoken and written form;
3. transmuting the language from its spoken to its written form.

b. To acquire knowledge of the more important aspects of the cutlure of Spain.

The most important of these objectives are the skills [1] and [2]. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(The Board has provided information on the language and vocabulary content of the syllabus. A list of grammatical items is given in Source 1 which runs to approximately one page. A vocabulary list is also available.)

The list of items...is not a detailed prescriptive one, but is intended to help the teacher in the preparation of candidates for the examination. (Source 1)

(The list is presented in tabular form. The two right hand columns give notes on the use /frequency of the item, indicating whether productive and/or receptive use is expected. In certain cases the part of the examination where it is required is indicated. In addition Paper I and Paper II each have a section, presented as a table, which includes columns for productive and receptive abilities tested, showing the four skills: speaking, listening, reading and writing and whether use of English or Spanish is involved in each case. In both Paper I and Paper II all the syllabus content is tested.) (Source 1)

Paper I, section C background studies

(Three sections each containing four topics, e.g. geography (section i); famous artists and their paintings (section ii); tourism (section iii).) (Source 1)

Paper II, Dictation

The large majority of the vocabulary will be known by the average candidate. (Source 1)

Oral assessment, part ii personal data

...a conversation in straightforward Spanish about personal data. (Source 1)

Oral assessment, part iii role-playing

...a conversation in Spanish such as (the candidate) might have in everyday situations in Spain [role-playing]. The candidate should be asked to imagine himself as a visitor in Spain in such situations as asking the way, making purchases etc....The conversation should be largely in the present tense. (Source 1)

Oral assessment, part iv questions on the pictures

...questions based on a series of pictures depicting easily recognisable situations. The candidate should describe the events depicted, answering the questions in the third person singular or plural, using mainly preterite and imperfect tenses and occasionally the pluperfect. (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information on the oral assessment is provided in Source 1, covering the criteria for assessment and the mark scales. The information given runs to approximately one page. A summary is given of the criteria of assessment in addition to the more detailed information.)

In the reading: Accuracy; Fluency and intonation; Intelligibility; Comprehension as demonstrated by interpretation.
In the speaking: Accuracy; Fluency and intonation; Intelligibility; Comprehension as demonstrated by the readiness of response; Degree of complexity of language. (Source 1)

(The scales and criteria also apply to the moderation test.) (Source 2)

(The oral assessment is carried out periodically by the teacher in accordance with the mark scheme described in Source 1 and summarized above. At the end of the course the teacher administers a moderation test to a sample and records the tests. The spoken Spanish and reading passage are then assessed by the subject teacher by listening to the tapes and marks awarded for each. In marking the moderation test, the same standards should be used as for the oral assessment.) (Source 2) ...teachers should place their candidates in order of oral proficiency....(Source 1)

(Ten marks are available for the reading with five categories of grading and ten marks for spoken Spanish also with five categories of grading.) (Source 2)

(Other information is derived form the sources indicated.)

(See mark allocations opposite.)

Paper I, Section A

Teachers should note that credit is given in the mark scheme for answers which include good Spanish not normally found in a straightforward answer. This is an attempt to put a little more emphasis on the recognition of the quality of the Spanish used as against the accuracy. (Source 4)

D. SOURCES

All published by the East Midland Regional Examinations Board (Certificate of Secondary Education).

1 Spanish 1979.

2 For the attention of subject teachers. Oral marks 1979. Spanish.

3 Spanish Dictation 1978.

4 Spanish. Mode 1. Examiner's Report 1978.

Table 102	East Midland Regional Examinations Board	CSE : Spanish	Two written papers and an oral assessment		
	I ORAL	II AURAL	III READING	IV WRITING	V BACKGROUND
Paper	Oral assessment: periodically by the school Moderation test : for a sample of candidates (recorded on tape)	Paper II, section B aural comprehension	Paper I, section B translation into English Paper II, section A written comprehension	Paper I, section A Paper II, Dictation	Paper I, section C background studies
Time		about 40 mins	IB total 1¾ hours IIA 30 mins	IA total 1¾ hours II 30 mins	IC total 1¾ hours
Marks	not indicated	8½%	IB approx 11% IIA approx 13%	IA 16% II 8½%	IC approx 13%
Description	i 7½% ii 7½% iii 7½% iv 7½% (total 30% scaled from 40 marks) The following description applies to both the oral assessment and the moderation test. i Reading aloud /I.1/. Passage of about 250 words. ii General conversation /I.2/. Conversation in straightforward Spanish about personal data. iii Role-playing /I.3/. A conversation in Spanish such as the candidates might have in everyday situations in Spain. He should be asked to imagine himself as a visitor in Spain in such situtations as asking the way, making purchases, etc. The conversation should be largely in the present tense and a picture used to help the candidates imagine the scene. iv Conversation on a series of pictures /I.2c/. Questions based on a series of pictures, depicting easily recognisable situations[1]. The subject teacher assesses the reading passage (part i) and spoken Spanish (parts ii - iv) by giving marks within the scales stipulated for the oral assessment. The moderation test is administered by the teacher, and recorded. Materials are provided by the Board for parts i, iii and iv[2]. In part iii, the teacher is provided with instructions on what to say in Spanish in reply to the candidate who is given a picture and instructions in English on what information to elicit from the teacher. The teacher is supplied with ten prescribed questions, two; per picture for part iv. The reading passages provided for part i are to be used in rotation with two minutes preparation time allowed for part i and part iii[2].	Listening comprehension: questions in written English; answers in written English /II.1a/. Passage (about 250 words) is read by teacher at normal speed, then papers are distributed and candidates have one minute to read the questions. Passage is read a second time in sections with a pause of five minutes after each section has been read. During each pause the candidate answers the questions on that section. Whole passage is read a third time at normal speed with five minutes for revision. The questions cover about twenty points in the narrative and need not necessarily be answered in complete sentences.	IB Translation foreign language to English /III.1/. One passage of continuous prose to be translated into English. IIA Written comprehension: questions written in English; answers written in English /III.2a/. Full sentences are required.	IA Picture test: written questions in foreign language- written answers in foreign language /IV.5/. Eighteen questions to be answered in Spanish in full sentences relating to a series of six pictures. Past tenses will be used. II Dictation[3] /IV.4/.	Questions requiring essay type answers /V.2/. Two subjects from each of the three sections containing the twelve prescribed topics will appear in the examination[4]. Two questions will be asked on each of these subjects. From the total of twelve questions set, candidates will be required to answer any three of their choice but not more than one question may be answered on any one subject. Candidate's answers must take the form of three paragraphs, to include five important facts for each question.

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[1] See Section B opposite

[2] See Source 2 opposite

[3] Instructions published: See Source 3 and Section B opposite

[4] List published: See Source 1 and Section B opposite

Table 103 Metropolitan Regional Examinations Board Spanish Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

The syllabus is intended to allow considerable liberty to the teacher. Emphasis is laid on the basic patterns of the language and on words and constructions which are in common use. Great importance is attached to the language as a living means of communication and in particular to the spoken language.... (Source 1)

Oral examination, part a reading

The purpose of the reading passage will be to judge intonation and pronunciation only. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(Specific information is provided in Source 1 which runs to approximately half a page on vocabulary and grammatical content.)

Vocabulary

Candidates will be expected to know only common words associated with the following topics or topics allied to these: the family, the street, people /age, profession, relationships/, travel, the human body, clothes, routine of daily life, meals, work, pastimes, shopping, weather, countryside, seasons, months, days, the time, numbers, dates. (Source 1)

Grammatical content

(List of grammatical items in conventional terms is provided.) (Source 1)

Oral examination, part bii, set questions

All the tenses mentioned in the syllabus for active use may be included in these questions. (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information on the marking scheme, grades and scoring has been provided for the oral examination only in Source 2. Other information is derived from the sources indicated.)
(See mark allocations opposite.)

Oral examination, part a reading

(Five categories of grading with criteria for assessment shown for each.) (Source 2)

Oral examination, part bi picture questions

(Twenty marks are available to be awarded on impression. Two marks are available for each of the ten questions.) (Source 2)

Two marks : for a full, correct answer. One and a half marks : for an answer which contains a minor error, e.g. a gender. One mark : for an answer which contains a major error, e.g. in a verb, or two minor errors, or a correct answer in the form of a phrase. Half a mark: whatever the quality of the language, if the answer shows that the question has been understood; and for a one word answer. No marks : if no answer is given, or answer shows that question has not been understood. (Source 2)

In each case full marks should be given only for an answer in the form of a complete, correct sentence or sentences. (Source 2)

Oral examination, part bii set questions

(Thirty marks are available for each of the ten questions.) (Source 2)

Three marks : for a full, correct answer. (Deduction of) half a mark for each minor error. (Deduction of) one mark for an error in the verb. One and a half marks : for a correct answer in the form of a phrase which shows that the question has been understood. One mark : whatever the quality of the language, if the answer shows that the question has been understood; and for a one word answer. (Source 2)

In each case full marks should be given only for an answer in the form of a complete correct sentence or sentences. (Source 2)

Paper 4, Composition

It should be stressed again that candidates who can link sentences with connecting phrases, however simple...and who can introduce some conversation correctly into a story that clearly called for it...improve their essays greatly and are suitably rewarded. (Source 5)

D. SOURCES

All published by the Metropolitan Regional Examinations Board.

1 Section 10. Syllabuses for modern languages (French, German, Spanish) 1979.

2 1979 Instructions for the conduct of the examination. Mode 1. French (CSE) German (CSE) Spanish (CSE) French (CEE).

3 Spanish. Paper 1. Listening comprehension (Teacher's paper). June 1978.

4 Spanish. Paper 2. Dictation (Teacher's paper). June 1978.

5 Report to the schools on the examinations. 1978.

Table 103 Metropolitan Regional Examinations Board CSE : Spanish Four written papers and an oral examination

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral examination[1], part a reading, part bi picture questions, part bii set questions	Paper 1, Listening comprehension	Paper 3, Reading comprehension	Paper 2, Dictation Paper 4, Free composition
Time	10 - 12 mins plus 10 mins preparation time for part a and part bi[1]	30 mins	30 mins	2 30 mins 4 45 mins
Marks	a 5% bi 10% bii 15%	20%	20%	2 10% 4 20%
Description	a Reading aloud /I.1/. Only one prose passage is provided which may contain direct speech. bi Questions on a series of pictures / single picture /I.2c/. Based on one of three single pictures or one of three groups of pictures in any one year which is selected by the candidate randomly from the three provided. Ten questions are set on the picture. If no answer is given after a reasonable time the question may be repeated once but not rephrased[1]. bii Questions from a set list /I.2b/. One group of ten questions is selected randomly by the teacher from the list provided. The questions may include all the tenses mentioned in the syllabus for active use. If no answer is given after a reasonable time the question may be repeated once but not rephrased[1]. The Oral examination is conducted, marked and recorded by a teacher in the candidate's own school. Recordings of the whole examination of each candidate are sent to the Board's assessor for moderation. He will assess the work of not less than 30% of the candidates, and if necessary, will adjust the marks awarded by the teacher.	Listening comprehension: questions in written English; answers in written English /II.1a/. A passage is read aloud to the candidates three times by the teacher. Each of the three readings should be at a moderate speed[2]. The whole passage is read aloud once, then papers are distributed and the candidates are allowed three minutes to study the questions. The passage is read a second time in two sections. During this reading, there are two intervals of seven minutes each. During each interval candidates answer the questions set on the section which has just been read. The whole passage is read a third time with three minutes for final revision. Candidates must not write anything whilst the passage is being read[2].	Written comprehension: foreign language passage : multiple-choice questions in foreign language /III.2c/. Twenty multiple-choice items[1] : a stem followed by a choice of five possible answers. Some items will relate to an isolated statement and some will refer to a passage or passages of continuous prose in Spanish.	Dictation[3] /IV.4/. Composition /IV.3/. 110 - 130 words. Choice of subjects.

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[1] See Source 2 opposite

[2] See Source 3 opposite

[3] Instructions published: See Source 4 opposite

Table 104 Middlesex Regional Examining Board Spanish Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

...a practical approach to language learning, with emphasis on the spoken word, which will enable candidates to feel that they have achieved some appreciation of the language and way of life of the country they have been studying. Basically, the examination will encourage candidates to show what they know rather than emphasise their deficiencies.
The examination will call for: a. adequate comprehension of a given list of everyday topics which can form the basis of written, oral and aural tests; b. the ability to pronounce clearly, read intelligently and produce simple replies in conversation on a selection of the given topics; c. an elementary knowledge of the history, geography and culture of Spain. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(The Board has published a list of grammatical items in conventional terms in Source 1. The list runs to approximately a page. No detailed information or examples are given.) (Source 1)

...vocabulary should be that required to deal with everyday experiences in a Spanish-speaking country. (Source 1)

Oral test, part iii conversation

(Conversation on the nine major prescribed topics, each with closely allied subject areas, listed in Source 1, or, at the option of the school, on any project work or pictures relating to these topics, e.g. school, sport, hobbies and leisure.) (Source 1)

(A list of suggested questions is given in Source 2. These are intended only as a guide to the type of questions to be put to the candidates, and examiners may put their own questions in the various sections. The questions are divided into five separate groups. Group A, five very simple questions using the present tense only; Group B, ten more difficult questions using present tense only; Group C, ten questions using tenses other than the present; Group D, actual conversation.) (Source 2)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information on marking principles and scoring for the oral test only is provided in Source 2. Other information is derived from the sources indicated.) (Source 2)

(See mark allocations opposite.)

Oral test, part i prepared reading

(Five marks) (Source 2)

This should be marked on general impression, taking into account the following points: comprehension, intonation, accuracy in pronunciation (particularly of vowels and 'tricky' consonants, synaloepha. (Source 2)

(Six categories of grading.) (Source 2)

A high standard of performance should be expected in this test, since candidates should have had both ample time and assistance in its preparation. (Source 2)

Oral test, part ii questions on a reading passage

(Five marks. One mark per question.) (Source 2)

...correct answer in correct Spanish - one. Correct answer in imperfect Spanish - half. Incorrect answer in any Spanish - nil. (Source 2)

Oral test, part iii conversation

(Twenty marks) (Source 2)

(Group A, One mark per question, for correct answer in good Spanish. Half a mark (maximum) deduction for inaccuracies.
Group B, Two marks per question. One mark (maximum) deduction for mistakes.
Group C, Two marks per question. Answer should include the relevant verb in the correct tense. Half a mark (maximum) deduction for omission of verb, error in tense or person or any other significant error.
Group D, One mark for each relevant fact in correct Spanish, to a maximum of five. Half a mark deduction for each significant error (maximum two marks).

Additional mark (out of five) for examiner's estimate of candidate's general conversational ability.)

Oral test, part iv pictures or situations

...a fairly high standard should be expected in this part of the test (since copies of pictures and situations will have been sent to schools before the test and candidates will have been given an opportunity to prepare the materials). (Source 2)

Written paper, part ii comprehension test of a printed passage in Spanish

(Two marks per question. One mark for an answer in recognisable Spanish and one additional mark for correct grammar in sentence form. Total is then scaled to 10%) (Source 5)

Written paper, part iii free composition in Spanish

(Marked by impression. Thirty marks for accuracy, grammatical, lexical, etc. and for relevance. Additional ten marks for general impression of essay as a composition, its content, quality and style. For essays of sixty words, marks out of fifteen and five. Total is then scaled to 20%. Padding, repetition, etc. should be bracketed out and possible total pro rata lowered.) (Source 5)

Aural comprehension test

One mark per question....(Source 5)

The School assessment

...based on all the work which candidates have done during the course, both written and oral. In determining the school grades, teachers are advised to bear in mind the relative weighting given to written and oral work in the examination on which the regional assessment will be based. As the background knowledge of the history, geography and culture of Spain is not tested in the examination for the regional assessment, it is suggested that teachers may wish to allocate up to 10% of marks for this in arriving at the school assessment of each candidate. (Source 1)

The Regional assessment

In each subject the Board will also assess candidates on the basis of their performance in the formal examination. (Source 1)

The Final grade

In each subject, candidates will be given a final grade, which will be determined by combining the school grade and the regional grade, both having an equal weighting but the school grade being subject to statistical moderation by the Board. (Source 1)

D. SOURCES All published by the Middlesex Regional Examining Board.

1 Constitution, regulations and Mode 1 syllabuses. 1979 and 1980. Published 1977
2 Spanish . Oral test. Marking scheme. 1979.
3 Spanish. Aural test - Teacher's copy (127/2). June 1978.
4 Spanish. Written paper (127/1). June 1978.
5 Spanish. Chief examiner's report. 1978.

Table 104 Middlesex Regional Examining Board CSE : Spanish (127) Two written papers and an oral test

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral test, part i prepared reading, part ii questions on reading passage, part iii conversation, part iv EITHER pictures OR situations	Aural comprehension test	Written paper, part i comprehension test of a printed passage in Spanish, part ii comprehension test of a printed passage in Spanish	Written paper, part ii comprehension test of a printed passage in Spanish, part iii free composition in Spanish
Time	10 - 15 mins	¾ hour	Written paper total 2 hours	Written paper total 2 hours
Marks	i 5% ii 5% iii 20% iv 10%	10%	i 20% ii 10%	ii 10% iii 20%
Description	i Reading aloud /I.1/. Reading or recitation of a passage of candidate's choice (120 - 150 words). Passage is prepared before the oral test[2]. ii Questions on passage read aloud in I.1 /I.2a/. Five questions on the passage. iii Questions on prescribed topics /I.2b/. Based on the prescribed topics[3,4] or at the option of the school, on any project work or pictures relating to these topics. iv EITHER Conversation on a single picture /I.2c/. Examiner selects a picture from the materials provided by the Board which the candidate describes[5]. OR Role-playing /I.3/. Examiner selects a situation from the materials provided by the Board[5]. Conducted by an external examiner.	Listening comprehension: questions given orally in English; answers written in English[6] /II.1c/. Passage is read three times at normal speed by the teacher. During the second reading the teacher will stop at the end of the first section and ask the questions set on that section. The remaining questions are asked at the end of this reading. Ample time must be allowed for candidates to write their answers. The passage is read a third time with five minutes for revision. Notes may be taken during the readings.	i Written comprehension: questions written in English; answers written in English /III.2a/. Questions of varying difficulty. ii Written comprehension: questions written in foreign language; answers written in foreign language /III.2b/. Questions of varying difficulty to be answered in complete sentences in Spanish[7]. SEE IV WRITING.	ii Written comprehension: questions written in foreign language; answers written in foreign language /IV.2/. Questions of varying difficulty to be answered in complete sentences in Spanish[7]. See III READING. iii Composition /IV.3/. Choice of about eight subjects, including a letter, dialogue, or series of pictures and an outline story. Candidates may choose either two of the set titles, writing about sixty words on each; or only one, writing about 120 words.

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[1] See Source 2 opposite

[2] Specimen passages issued to schools by Board to indicate standard expected and for use in the examination, if desired.

[3] List of topics published: See Source 1 and Section B opposite

[4] Suggested questions provided: See Source 2 and Section B opposite

[5] Materials are supplied by the Board in advance for candidates to prepare

[6] See Source 3 opposite

[7] See Source 4 opposite

Table 105 North Regional Examinations Board Spanish Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

The purpose of the examination is to test the candidate's ability to understand the written and, above all, the spoken word and to test his ability to express himself fluently both in speech and writing. (Source 1)

Paper 1, section C reading comprehension and manipulation

The ability to write accurately in the language will be as important as the ability to understand the passage and the questions set. (Source 1)

Paper 2, section B listening comprehension

This will be a test of understanding, and there will be no undue reliance upon memory. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(The Board has provided specific information on vocabulary and structures in Source 1. Other information is derived from the sources indicated. Source 5 has been used here, as it applies equally to German and Spanish. See Section C below.)

Vocabulary: the list contains a number of topic areas in connection with which pupils could be expected to recognise and use the foreign language. The list is intended to be helpful to teachers, but it is not exhaustive. (Source 1) (Nineteen major topic areas are listed, some with closely allied subject areas, e.g. sport, town, village and amenities.) (Source 1)

Structures: A list of structures is given for each language....(Source 1) The...list is not exhaustive, but has been prepared as a general guide to teachers preparing candidates for the examination. (Source 1) (The list is in conventional terms and runs to one and a half pages.) (Source 1)

Paper 1, section B letter

...(candidates) may be required to use both the past and future tenses as well as the present. (Source 1)

....the value of the exercise is to acquire a fairly standard formula with a set of ready-made conventional phrases....(Source 5)

Oral examination, section B conversation

...everyday topics such as those suggested in the syllabus. (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(No specific information has been provided. The following information has been derived from the sources indicated. It should be noted that Source 5, which refers to French, but applies equally to German and Spanish, contains much relevant information, and has been used here. The same applies to Source 6, which refers to German.

(See mark allocations opposite.)

General

In each language two written papers and a test of Reading and Conversation must be taken. No candidate will be assessed as grade 4 or above unless he satisfies the examiner in all elements taken together. (Source 1)

Paper 1, section A free composition

It will be possible for a candidate making effective use of the present as the narrative tense to achieve the highest grades, but extra credit will be given for intelligent use of other tenses. (Source 1)

Paper 1, section B letter

Candidates will be expected to write relevantly....(Source 1)

...the value of the exercise is to acquire a fairly standard formula with a set of ready-made conventional phrases...candidates must be severely warned against wholesale and indiscriminate use of such material and against ill-considered borrowing of material from the given letter....(Source 5)

Paper 1, section C comprehension and manipulation

...this exercise is a severe test for many candidates and requires their training in special and complex techniques....the passage itself has to be mastered with close attention to the structures and meaning in key sections, then the candidate has to understand the questions and make them link with the relevant sections, finally he has to compose answers containing all relevant material to get his marks for information and make all necessary changes in verb tense, person and agreements. As a general principle the candidate should always use the tense of the question in his answer....(Source 5)

Candidates must realise that the passage and questions are deliberately planned to make verbati copying impossible and that the words given need to be manipulated to make a sensible answer. (Source 6)

The ability to write accurately in the language will be as important as the ability to understand the passage and the questions set. (Source 1)

Paper 2, section A reading comprehension

Candidates will be expected to show their understanding as fully as the questions require. (Source 1) Marks (are) lost...as a result of giving incomplete answers. (Source 7) It must be stressed again that close attention to detail pays dividends. (Source 5)

Paper 2, section B listening comprehension

...marks (are) lost for incomplete answers....(Source 7)

Oral examination, section A reading

In assessing the standard, the examiner will consider the candidate's pronunciation, intonation and phrasing. (Source 1)

Oral examination, section B conversation

In assessing the standard, the examiner will take account of the candidate's comprehension of the examiner, vocabulary and range of ideas and grammatical accuracy. (Source 1)

D. SOURCES

All published by the North Regional Examinations Board.

1 Certificate of Secondary Education. Modern languages. Syllabus for the 1979 examination. North Regional Examinations Board. 1977.

2 Certificate of Secondary Education. 1979 examination. Handbook for Modes 1 and 2. September, 1978.

3 Certificate of Secondary Education. 1978 examination. Spanish. Listening comprehension passage. Teacher's and invigilator's copy.

4 Certificate of Secondary Education. 1978 examination. Paper 2, section A reading comprehension.

5 1978 Certificate of Secondary Education Examination. Chief examiner's report. French

6 1978 Certificate of Secondary Education Examination. Chief Examiner's report. German.

7 1978 Certificate of Secondary Education Examination. Chief examiner's report. Spanish.

Table 105 North Regional Examinations Board CSE : Spanish

Two written papers and an oral examination

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral examination, section A reading, section B conversation	Paper 2, section B listening comprehension	Paper 1, section C reading comprehension and manipulation Paper 2, section A reading comprehension	Paper 1, section A free composition, section B letter, section C reading comprehension and manipulation
Time	A 5 mins preparation time B 5 mins	40 mins[1]	1 total 1¾ hours 2A 45 mins[1]	1 total 1¾ hours
Marks	A 10% B 20%	25%	1C 10% 2A 15%	1A 10% 1B 10% 1C 10%
Description	Reading aloud /I.1/. One prose passage[1]. General conversation /I.2/. Conversation on everyday topics such as those suggested in the syllabus[2]. Conducted and marked by an examiner appointed by the Board. When the candidate's own teacher, or a teacher from the candidate's school has been appointed by the Board to act as its examiner following attendance at co-ordination meetings throughout the year, he will assess the candidate's work. Where there is no school-based examiner, candidates' work will be assessed by a visiting examiner.	Listening comprehension: questions in written English; answers in written English /II.1a/. Prose passage (200 - 250 words) Whole passage is read aloud once, then candidates have five minutes to read the questions. Passage is read again in three sections. After each section candidates have two minutes in which they may make notes. Whole passage is read a second time after which candidates have fifteen minutes to write their answers. Candidates must not write anything whilst the passage is being read. Each reading of the complete passage should take approximately three and a quarter minutes[3].	1C Written comprehension: questions written in foreign language; answers written in foreign language /III.2b/. Prose passage. Answers must be in form of complete sentences, using tenses appropriate to the questions. See IV WRITING. 2A Written comprehension: questions written in English; answers written in English /III.2a/. One or two prose passages. Candidates will be expected to show their understanding as fully as the questions require[4].	1A Composition /IV.3/. About 120 words involving story based on a series of pictures. No direct instructions regarding tenses to be used will appear on the paper. 1B Composition /IV.3/. One informal letter (about 90 words) from choice of two: EITHER in response to short instructions given in English OR in response to a longer item in Spanish. The precise nature of circumstances necessitating the letter will always be fully explained. 1C Written comprehension: questions written in foreign language ; answers written in foreign language /IV.2/. Prose passage. Answers must be in form of complete sentences, using tenses appropriate to the questions. See III READING.

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[1] See Source 2 opposite

[2] List published: See Source 1 and Section B opposite

[3] See Source 3 opposite

[4] See Source 4 opposite

Table 106 North West Regional Examinations Board Spanish Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

a. To encourage the pupil: i. to understand the Spanish language when spoken on a subject within his experience; ii. to reply intelligibly in speech in Spanish to straightforward questions on subjects within his experience; iii. to read with reasonable fluency and good understanding in Spanish; iv. to express himself with reasonable accuracy in speech and in writing in Spanish on subjects within his linguistic experience.

b. To encourage the pupil to acquire some knowledge of the national life and general background of the Spanish people.
(Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(The following general information has been provided in Source 1 on grammar and vocabulary. Other information is derived from the sources indicated.)

Grammar: The amount of grammar to be taught and the way it is treated are matters left to the discretion of the teacher, who will not need to be reminded that comprehension and expression are the essential elements to be encouraged. As formal translation has no place in the examination, especially difficult grammatical features such as the subjunctive mood [in so far as they will occur] will not require special study. (Source 2)

Vocabulary: The words which candidates will be expected to know are those associated with such modern topics as the classroom, shopping and street, home life in both England and Spain, sports and amusements, etc., supported by useful expressions and idioms of obvious practical value. (Source 2)

Oral test, part biii general conversation

...on general topics, on matters arising from the reading passage, pictures or general questions already provided for other sections of the Oral test or on pictures provided by the centre. The conversation should be about the candidate's life, experience and interests. Suggested topics for conversation are school, hobbies, holidays, the home, career, activities of a normal day, Saturday afternoon. (Source 2)

Paper 2, part c national life and background

...on those aspects of Spanish life and background [e.g. geography, customs, etc.] which are normally and incidentally touched upon in the course. (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(Specific information on marking principles, criteria for assessment, scoring and marking schemes has been provided in Source 2 for the oral test only. In each case the information provided runs to a few short paragraphs. Information on the other papers is derived from the sources indicated.)

Oral test, part a reading aloud

(Five categories of grading.) (Source 2)

...the teacher should award a mark by general impression from a maximum of ten marks. The full range of marks should be used as far as possible. Marks should be awarded in accordance with the...mark scheme....(Source 2)

When assessing the reading the teacher should take into account accuracy of pronunciation, intonation, sinalefa and expression. (Source 2)

Oral test, part bi questions based on a picture

Each answer whether a word, a phrase or a sentence, must be marked out of a maximum of two marks. If the candidate has not understood the question and the facts of the answer are wrong, the teacher must give zero marks for that answer. If the facts of the answer are correct, the teacher should deduct half a mark for each grammatical error. If the candidate makes no response in the first instance, the teacher must repeat or re-phrase the question. If the question is repeated or re-phrased, the maximum mark for the question must be reduced to one and a half marks and half a mark should also be deducted for each grammatical error. (Source 2)

Oral test, part bii general questions

Each answer, whether a word, a phrase or a sentence, must be marked out of a maximum of four marks. If the candidate has not understood the questions and the facts of the answer are wrong, the teacher must give zero marks for that answer. If the facts of the answer are correct, the teacher should deduct one mark for each grammatical error. If the candidate makes no response in the first instance, the teacher must repeat or re-phrase the question. If the question is repeated or re-phrased, the maximum mark for the question must be reduced to three marks and one mark should also be deducted for each grammatical error. (Source 2)

Oral test, part biii general conversation

...the candidate is expected to show a degree of quickness of response in conversation.... After the conversation the teacher should award a mark by general impression from a maximum of twenty marks. The full range of marks should be used as far as possible. In arriving at the mark...the teacher should bear in mind the fluency and ease of response with which the candidate has answered the questions...the main consideration...must be the extent to which each candidate has shown himself capable of carrying on a simple conversation in Spanish....marks should be awarded under the following five headings.... Understanding five marks; Fluency five marks; Pronunciation five marks; Control of grammar three marks; Bonus for especially good expressions two marks. (Source 2)

Paper 2, part a written comprehension test - written Spanish answers; part b written comprehension test - written English answers

...pupils' attention to details is essential....Candidates should be taught to read the passages two or three times even before looking at the questions - and then to read them once or twice more to make sure they understand both questions and passage before answering....In question 2 only relevant facts in each answer are required. (Source 5)

D. SOURCES

All published by the North West Regional Examinations Board.

1 Certificate of Secondary Education. Syllabuses for the 1979 examinations. Section 5. Modern languages. French, German, Spanish.

2 Certificate of Secondary Education. Spanish. Instructions for the 1978 examination. 68/204. (Confidential).

3 Certificate of Secondary Education. Spanish - Paper 2. May 1978. 68/014.

4 Certificate of Secondary Education. Spanish - Paper 1. May 1978. 68/013.

5 Certificate of Secondary Education. Reports on the 1978 examinations. Spanish.

Table 106 North West Regional Examinations Board CSE : Spanish Two written papers and an oral test

	I ORAL	II AURAL	III READING	IV WRITING	V BACKGROUND
Paper	Oral test, part a reading aloud, part bi questions based on a picture, part bii general questions, part biii general conversation	Paper 1, part a listening comprehension test	Paper 2, part a written comprehension test - written Spanish answers, part b written comprehension test - written English answers	Paper 1, part b guided composition tests i and ii	Paper 2, part c national life and background
Time	not indicated but 3 mins preparation time for part a	½ hour	2 total 1¼ hours	1 hour	2 total 1¼ hours
Marks	a 5% bi 5% bii 10% biii 10%	20%	2a 15% 2b 15%	25%	5%
Description	a Reading aloud /I.1/. The candidate is allowed three minutes to study the passage before the test. The reading takes the form of a dialogue between the teacher and the examiner. One passage is provided for the use of all the candidates[2]. bi Conversation on a single picture /I.2c/. The candidate is required to answer five questions selected from ten set questions. Each question should be used by the teacher an equal number of times and must be read by the teacher as printed. The candidate studies the picture for one minute before the start of this section of the test. Four pictures are provided which may be used in any order at the discretion of the teacher. If the candidate makes no response in the first instance, the teacher must repeat or re-phrase the question[2]. bii Conversation from a set list /I.2b/. The candidate will be required to answer five questions, one from each of the five groups of set questions. The questions chosen should vary from candidate to candidate. The grouping ensures that the questions for each candidate are spread over a range of difficulty and based on a variety of interrogative form and tense. Questions must be read as printed. If the candidate makes no response in the first instance, the teacher must repeat or re-phrase the question[2]. biii General conversation /I.2/. About three minutes. The teacher engages the candidate in informal general conversation[3], stimulating the flow of conversation by the use of suitable questions. General questions are provided for use by the teacher if desired in providing topics for conversation, but they are intended only as a guide[2]. Conducted and assessed by the candidate's own teacher, with external moderation of all or a sample of the candidates during the examination or after. If the second method is chosen either the complete examination of all candidates is recorded on tape and sent to the moderator or the complete examination of a sample of candidates is recorded and sent to the moderator together with the marks awarded.	Listening comprehension: multiple-choice questions in English /II.1f/. Several short passages of conversation and a short narrative passage in Spanish read by native speakers and recorded on tape. The passages are preceded by a short preparatory passage in Spanish to accustom the candidates to hearing the speaker's voices. Candidates have a copy of this passage. Each conversation is read twice with a pause after the second reading, during which candidates choose their answers from the four given. The short narrative is read through once at normal pace. During this reading candidates must not write anything. The passage is read a second time in ten sections, each one is read once. After each section has been read there is a pause, during which candidates choose their answers from the four suggested answers. The passage is read through a third time at normal pace so that candidates may check their answers[2].	2a Written comprehension: foreign language passage: multiple-choice questions in foreign language /III.2c/. Passage (about 150 words). Four answers in Spanish are given to each question, taken as far as possible from the passage. The candidate is required to choose the one he believes to be correct and copy it out in Spanish[4]. 2b Written comprehension: questions written in English; answers written in English /III.2a/. Passage (about 150 words). Candidates will be required to answer briefly a number of straightforward questions. Candidates are told how many points to include in their answer to each question[4].	1bi Picture test: written questions in foreign language; written answers in foreign language /IV.5/. Based on a number of unrelated pictures which require short answers in Spanish. Questions are graded in difficulty. Candidates should answer the questions in complete sentences using the tense of the question[5]. 1bii Composition /IV.3/. EITHER a reply to a given letter in Spanish, OR an expansion of the outline of a story in Spanish 60 - 80 words.	Questions requiring brief answers /V.1/. Choice of ten from twenty questions on those aspects of Spanish life and background which are normally and incidentally touched upon in the course, e.g. geography, customs etc.

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1 Additional information provided: See Source 2 opposite

2 See Source 2 opposite

3 See Section B opposite

4 See Source 3 opposite

5 See Source 4 opposite

Table 107 South Western Examinations Board Spanish Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

...to test candidate's ability to understand the language, both in written and spoken form, and to express themselves in speech and writing, such understanding and expression being based on simple everyday usages and situations. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(A list of active structures which candidates may be expected to produce in speaking or writing is given in Source 1. The list runs to approximately half a page covering grammatical items in conventional terms. The Board has also produced a list of words and idioms which runs to eight pages, containing approximately 1,360 items.) (Source 8) (The) list is suggested as a guide to vocabulary content in the examination. It is not intended to be a limitation on vocabulary content for teaching purposes. Additional vocabulary such as might reasonably occur within the everyday experience of candidates, may be required in the examination. (Source 8)

Paper III (Oral), part ii prepared questions

(The Board has published a list of eight sets of questions, each containing five questions for preparation by the candidate, e.g. food and drink; Spanish history and geography.) (Source 5) (The first four sets cover topics of general interest and the remaining four background knowledge of Spain and Latin America. The list supplements Source 4, a memorandum specific to this part of the oral test which gives detailed information on the content of the test.)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(The Board has published general information on awarding procedures in Source 6 which runs to seventy-four pages and is not specific to modern languages. It includes a description of the Standard Five Point Scale used in the assessment of the oral and aural tests and for the order of merit list to enable the teacher to determine the candidates whose work will be submitted first for moderation. The description is supplemented by a table showing how the ratings A-E are equated with numerical scores. All work of the candidates entered for the examination (written papers and oral test) is marked by the candidate's own teacher, but it is subject to the moderation procedures stipulated by the Board which are described in detail in Source 6. The document gives full instructions for the operation of the marking scheme and in addition information concerning the procedures to be followed for the assessment of the oral and aural tests. Teachers are provided with detailed marking schemes for the written papers and oral test by the Board and must mark in accordance with these schemes.

The information on the Standard Five Point Scale is reproduced in full and summary information is given on the scheme of marking and moderation in Source 1.)

(See also mark allocations opposite.)

D. SOURCES

All published by the South Western Examinations Board for the Certificate of Secondary Education.

1 Regulations and schemes of Examination. 1979. June 1977.

2 Certificate of Secondary Education Examinations, 1978. Spanish. Paper III (Oral). 42 (Teacher's)

3 Certificate of Secondary Education Examinations, 1978. Spanish. Role-playing assignments for oral test. 42T.

4 Spanish oral test. Information and instructions for the prepared questions. Memorandum 8. Q31/PW/KH. 10.78.

5 Prepared questions for Spanish oral. 1978. Q31/PS/CJ. September 1977.

6 Handbook of awarding procedures including instructions for the conduct and invigilation of the examinations. 9th Edition. January 1979.

7 Certificate of Secondary Education Examinations. 1978. Spanish. Paper II listening and reading comprehension. 43 (Teacher's).

8 Mode 1 Spanish examination. Q31/PS/CJ. December 1975.

Table 107 South Western Examinations Board CSE : Spanish Two written papers and an oral test

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Paper III (Oral)[1] part i role-playing assignments, part ii unprepared questions on pictures, part iii prepared questions, part iv unprepared general conversation	Paper II, part i listening comprehension	Paper II, part ii reading comprehension	Paper I, part i, part ii
Time	III (Oral) total about 15 mins, but see part iv below. Preparation time is given for part i	about 45 mins[7]	45 mins[7]	$1\frac{1}{4}$ hours
Marks	III (Oral) total 25%	25%	25%	25%
Description	i Role-playing[1] /I.3/. The teacher selects two role-playing assignments from a number supplied by the Board and prepared by the candidates during the preparation time for the test. One situation uses the familiar form of address and the other involves formal situations. Instructions are given to the candidate in English on what information he is to elicit from the teacher[2]. ii Questions on a single picture[1] /I.2c/. Two pictures. The candidate is given a few minutes to look at the first picture then the teacher asks the set questions relating to it. iii Conversation from a set list[1,4] /I.2b/. Based on a prepared list of forty set items (five questions on each of eight topics)[5]. Candidates choose (at random) two topics, one from the first four and one from the last four, and the listed questions are then asked by the teacher. iv General conversation[1] /I.2/. Conversation lasting about three minutes arising from the last question on either the first or second picture from part ii (above). A few reserve topics should be prepared to avoid the candidate "running dry" on the initial topic of conversation. Use of tenses other than the present should be encouraged. Conducted and marked by a teacher in the candidate's own school. A visiting assessor from other participating schools attends the first session of the tests. His role is to witness and discuss but he is not a moderator and has no authority to override the teacher[6].	Listening comprehension: questions in written English; answers in written English /II.1a/. Based on about eight short passages of narrative or dialogue, graded for difficulty, each of which will be played to the candidates twice on tape. After the second playing of each passage candidates answer the questions.	Written comprehension: questions written in English; answers written in English /III.2a/. Based on about four short passages, graded for difficulty, on each of which questions are set. In addition there are twenty short passages in dialogue form and candidates will be required to write down where or when each dialogue took place and who was talking.	i Composition /IV.3/. About 100 words on one of two alternative subjects for each of which outline instructions are given in English. ii Picture test: written questions in foreign language; written answers in foreign language. /IV.5/. Based on series of about five unrelated pictures, on each of which not more than three questions will be set to be answered in Spanish.

[1] No information in Source 1: See Source 2 opposite

[2] See Source 2 opposite

[3] See Source 3 opposite

[4] See Source 4 opposite

[5] List published: See Source 5 and Section B opposite

[6] See Source 6 opposite

[7] See Source 7 opposite

Table 108 Southern Regional Examinations Board Spanish Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

To assess a candidate's understanding of everyday written and spoken Spanish and his ability to express himself therein. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

Candidates will be expected to understand a native speaker talking about topics from everyday experience of contemporary life....to understand written Spanish covering a wide range of topics which will be wider than those for the listening comprehension and which will include accounts of occupations in Spain, newspaper and magazine-type articles, narrative passages and/or dialogues....to answer a letter in Spanish and tell a picture story in the past tense....to sustain a general conversation and to answer and ask questions as provoked by two role-playing situations. (Source 1)

(No specific information provided, except for the conversational questions below. The same topics are covered in the letter, see Written test below. The remaining information is derived from the sources indicated:)

Oral test, part a role-playing

Candidate should be able to survive in situations of the type outlined below, that an English person might well find himself in if he went to the country. Within any of these topics it would be possible to ask for a wide variety of roles. (fourteen situations are listed, e.g. shopping, in a bank, cashing a traveller's cheque.) (Source 1)

Oral test, part b conversational questions

The candidate will be asked the kind of personal questions that might be put to him by a native of Spain who is trying to get to know him.
Some of the...areas (listed) should be covered and questions should be framed to include a full range of tenses. (Source 1)
(ten areas are listed, e.g. time he goes to bed, gets up, what he likes to eat and drink.) (Source 1)

Written test, part 2 letter

The subject areas to be covered will be virtually the same as those covered in the conversational questions section of the Oral test. (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(The Board has provided specific information on all parts of the examination in the form of separately published typed manuscripts of varying lengths. Picture composition and the listening comprehension test are not covered below since the source documents refer to 1978 and the 1979 Syllabus has been amended for these sections of the examination.)
(See also mark allocations opposite.)

Oral test, part a role-playing

Each of the two role-playing situations will be worth 5% (Source 1) a. Up to two marks for each statement or question based on the candidate's ability to communicate equals six marks per role. b. Up to four marks per role for the QUALITY of the Spanish used in communicating the ideas [i.e. pronunciation, intonation, fluency, idiom and grammatical accuracy] equals four marks per role. (Source 6)

Oral test, part b conversational questions

...marked under two main headings: a. Content: what the candidate says. b. Quality: how he says it.
Teachers should bear in mind the following general criteria: a. The form of the answer should be as natural as possible. b. Comprehension.... c. Intelligibility.... d. Fluency and spontaneity.... e. Technical ability. Range of vocabulary - use of simple idiom - pronunciation, accent and intonation - grammatical accuracy. (Source 2)

Content:...up to eight marks....Particular emphasis should be given to the answers to open-ended questions where the candidate is trying to give answers and descriptions of some length. (Source 2)

Quality: a. ...up to four (marks) based on the candidate's pronunciation, intonation and expression. b. ...up to eight (marks) based on the candidate's grammatical accuracy, paying particular attention to verb usage. (Source 2)

Reading comprehension

(One mark for each correct answer in the ten short dialogues and a total of five marks for each of the two passages. Correct answers for each question are shown together with number of marks to be awarded per question.) (Source 7)

Written test, part 2 letter

A great deal of credit will be given for composing answers to the more involved questions. (Source 1)

...up to fifteen...for the content of the answers to the questions in the letter....Up to ten marks to be awarded on an impression basis for the quality of the written language, bearing in mind genders, agreements, tense usage, word order, idiom and vocabulary. Up to five marks to be awarded on an overall impression basis for the vocabulary and grammatical content of the questions demanded in the rubric to the question. (Source 8)

(Further useful information relevant to Section C has been published in Source 9, a typed manuscript covering the criteria for the establishment of Grades 1 and 4. The Board specifies what is expected from candidates in each of the two grades under the two headings Oral and Written, each sub-divided into Comprehension and Production.)

D. SOURCES

All published by the Southern Regional Examinations Board.

1 Syllabuses for the examinations in modern languages for the Certificate of Secondary Education 1979.

2 Certificate of Secondary Education Examinations, 1978. Modern languages. Subject information and instructions to teachers. 17R/78/1; 18R/78/1; 19R/78/1; 19 Mode 2/78/1; 20R/78/1. December 1977.

3 Certificate of Secondary Education Examinations. Spanish (Syllabus R). 1978. Oral test. Role-playing situations. Master-sheet for the examining teacher. 17/R/OL/1. Teacher.

4 Certificate of Secondary Education Examinations. Spanish (Syllabus R). Comprehension tests. Listening comprehension. 17R/L. May 1978.

5 Certificate of Secondary Education Examinations. Spanish (Syllabus R). Comprehension tests. Reading comprehension. 17R/R. May 1978.

6 Certificate of Secondary Education Examinations, 1978. Spanish. Syllabus R. Marking scheme for the Oral examination. 17R/78/OL/MS. Spanish Teacher.

7 Certificate of Secondary Education Examinations, 1978. Spanish Syllabus R. Marking schemes for reading comprehension. 17R/78/R/MS. Spanish Teacher. April 1978.

8 Certificate of Secondary Education Examinations, 1978. Spanish. Syllabus R. Marking scheme for the written paper. 17R/78/MS. Spanish Teacher. April 1978.

9 Report of meeting of Moderating Sub-Committee held on Saturday, 17th March, 1979 for the purpose of determining grade criteria. Criteria for the establishment of Grades 1 and 4. SSC/64 Item 5.

Table 108	Southern Regional Examinations Board	CSE: Spanish	Three written papers and an oral test	
	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral test, part a role-playing, part b conversational questions	Listening comprehension, part i, part ii	Reading comprehension, part 1, part 2	Written test, part 1 picture composition, part 2 letter
Time	a 2 - 3 mins + 15 mins preparation time b 6 - 7 mins	about 25 mins	1 hour	1½ hours
Marks	a 10% b 20%	25%	20%	1 10% 2 15%
Description	a Role-playing /I.3/. Based on fourteen prescribed situations[1]. The candidate selects two situations randomly from the cards provided[2]. Each card gives three instructions in English on what information the candidate is to elicit from the teacher[3]. After the preparation period the teacher introduces each role in turn as indicated on his script which also gives the candidate's instructions in English, and he gives his replies as scripted in Spanish[4]. If the candidate is unable to perform any of the parts of his role, the teacher should lead him to the next part by giving the scripted reply or indicate in the language that he should proceed to the next part [2]. b Conversation on prescribed topics /I.2b/. Some of the ten prescribed areas[1] should be covered and questions framed to include a full range of tenses and a wide range of structural difficulty. The teacher should start with simple questions. During the conversation he should give the candidate every encouragement by sustaining the conversation in as natural a manner as possbile. A sustained lecture, pre-learnt material and answers inviting yes or no replies should be avoided. The same set of questions should not be repeated to each candidate[2]. A duplicated map of the candidate's home town and the surrounding district should be made available to help him answer questions more readily. Candidates should be allowed to bring any aids they wish into the examination. Conducted and marked by the candidate's own teacher. The whole examination of each candidate is recorded on tape and sent to the Board's moderator, together with the marks[2].	Listening comprehension: questions in written English; answers in written English /II.1a/. i Based on six short dialogues. ii Longer narrative passage (130 - 150 words). Passage is played twice. After first reading candidates are given time to read the questions. After second reading they answer the questions giving as much relevant information as possible[5].	Written comprehension: questions written in English; answers written in English /III.2a/. 1 Ten short dialogues or situations described in two or three sentences. 2 Two longer passages (170 - 200 words each), tested by five questions and answers each[6].	Composition /IV.3/. 1 Candidates write a story in the past tense based on picture series. Each picture illustrates one basic idea. 2 Candidates will be given a letter in Spanish of about 150 words written by a Spanish pupil. They will be required to write a reply (150 - 250 words). The subject areas to be covered will be virtually the same as those covered in the conversational questions of the Oral test[1]. The letter will include simple questions requiring short easy answers as well as questions demanding more involved replies. In reply the candidate will be required to ask questions seeking specific information, the stimulus for which may be included in the letter or as a specific instruction in the rubric.

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[1] List published: See Source 1 and Section B opposite

[2] See Source 2 opposite

[3] Specimen published: See Source 1 opposite

[4] See Source 3 opposite

[5] See Source 4 opposite

[6] See Source 5 opposite

Table 109 Welsh Joint Education Committee Spanish Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

Oral examination

...it is the purpose of the oral examination to reflect and test the work done in schools throughout the five-year period, rather than to impose a prescribed amount of oral work.... (Source 1) ...the aim of the examination is free conversation....(Source 1)

Aural examination, part b aural comprehension test

...(candidates) will be required to answer, in writing, a number of questions designed to discover how fully they have grasped the main points of the narrative. (Source 1)

Written examination, part 4

This question is intended to be a test of rapid reading. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

Oral examination, part b questions set on a picture

(Board publishes, in September preceding the examination, a list of six to eight topics, (e.g. in the park, a winter scene) on which the pictures and questions will be based.)

Oral examination, part d conversation on a topic of interest to the candidate

Since it is the purpose of the oral examination to reflect and test the work of schools throughout the five-year period, rather than impose a prescribed amount of oral work, it is hoped that teachers will feel free to devise schemes of oral work best suited to the needs of their schools and of their pupils. Such schemes may include, for example, a range of topics on which candidates are prepared to talk, since, in the oral test, they will be allowed, if they so desire, to give a short talk on a chosen topic, after time for reflection - possibly on some aspect of coursework, such as a region which has been studied; or to talk about simple pictures or their own particular interests; or to answer questions on familiar topics [e.g. the house, the garden, the family, the seaside]. Although the test will be an assessment of individual candidates, preparation during the course may well include group projects, debates and plays. Other schemes and types of material may also commend themselves to teachers. (Source 1)

Aural examination, part a dictation

The passage set will be within the compass of the candidate's linguistic experience. (Source 1)

Aural examination, part b aural comprehension test

A straightforward piece of narrative prose, with vocabulary well within the candidate's range....(Source 1)

Written examination, part 1

The composition will be on a topic relating to everyday life....(Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(With the exception of the dictation, no information is provided. Additional information is given on mark allocations, for the written paper only, in Source 4.)

(See mark allocations opposite.)

Aural examination, part a dictation

The marking will be positive, i.e. credit will be given for work that is correct. (Source 1)

D. SOURCES

All published by the Welsh Joint Education Committee.

1 General Certificate of Education. Certificate of Secondary Education. 1979. Regulations and syllabuses.

2 Certificate of Secondary Education. 1979. Oral examinations.

3 Certificate of Secondary Education. 1979. Modern languages - oral examination. Circular CSE No. 4.

4 CSE 14/1 Spanish. (Written paper). June 1978.

5 CSE 14/4 Spanish. Dictation. June 1978.

Table 109 Welsh Joint Education Committee CSE: Spanish Three written papers and an oral examination

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral examination[1], part a reading, part b questions set on a picture, part c set questions, part d conversation on a topic of interest to the candidate	Aural examination, part b aural comprehension test	Written examination, part 3, part 4	Written examination, part 1, part 2 Aural examination, part a dictation
Time	Oral examination total 9 mins plus 10 - 15 mins preparation time for part a and part b[1]	not indicated	Written examination total 2 hours	Written examination total 2 hours Dictation not indicated
Marks	Oral 35%	Aural 12½%	Written examination part 3 5%[5] part 4 5%[5]	Written examination part 1 15%[5] part 2 15%[5] Dictation 12½%
Description	a Reading aloud /I.1/. Passage (about 100 words). One passage only provided for each session. b Questions on a series of pictures single picture /I.2c/. Candidates will be provided with a picture or series of pictures on which set questions of varying degrees of difficulty will be asked. The picture/picture series is based on a list of six to eight prescribed topics[2]. Each question must be asked as it is printed; it may be repeated once but it must not be rephrased. One picture only is provided for each session[1]. c Questions from set list /I.2b/. Candidates will be asked any one question from each of the five sections of set questions supplied containing a total of twenty-five questions. The questions are graded in difficulty. Each question may be repeated once but must not be rephrased[1]. d Conversation on prepared topics[1,3] /I.2b/. It is suggested that the teacher should put a question or give an instruction to the candidate or name a series of topics and invite the candidate to choose one of them, or, by a statement, indicate the form which the test will take, or use any other means which will ensure that the candidate begins to talk. The reciting of a prepared speech and the test which consists of a number of "set" prepared questions, presented to each candidate without variation are to be discouraged[1]. There should be some general discussion between the teacher and the candidate. Three minutes should be sufficient for this part of the oral examination. Conducted by class teacher, recorded on tape and marked by the Committee's examiners[1].	Listening comprehension: questions in written English; answers in written English[4] /II.1a/. A narrative prose passage will be read aloud by the teacher three times. Candidates have the questions in front of them before the first reading, but during this reading they will listen only. An interval of two minutes will follow to allow the candidates to examine the questions and make notes. They will be allowed to make notes during subsequent readings. The third reading will immediately follow the second. During this reading a pause will be made at the end of each paragraph to allow candidates to answer the questions which refer to that paragraph.	3 Written comprehension: questions written in English; answers written in English[4] /III.2a/. Passage (about 150 words) of simple narrative or descriptive prose. 4 Written comprehension: foreign language passage: precis in English[4] /III.3/. Narrative passage (300 - 400 words). Candidates will be required to write a story in English in about half of the length of the original and containing the salient points.	1 Composition /IV.3/. EITHER composition (in past tenses)[6] on a topic relating to everyday life, based on a suggested outline in the foreign language. OR letter on a different topic, also with a suggested outline if necessary. 2 Picture test: written questions in foreign language; written answers in foreign language[4] /IV.5/. Candidates will be required to answer in Spanish a number of questions based on a drawing or a series of drawings. Answers should be in complete sentences[6]. Dictation[7] /IV.4/.

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[1] Additional information and instructions are provided: See Source 2 opposite

[2] List published: See Source 3 and Section B opposite

[3] Information is provided in Source 1: See Section B opposite

[4] May be answered in English or Welsh

[5] Additional information on mark allocations published: See Source 4 and Section C opposite

[6] See Source 4 opposite

[7] Instructions published: See Source 5 and Section B opposite

Table 110 West Midlands Examination Board Spanish Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

...to establish goals in the acquisition of language skills and background knowledge appropriate to pupils of sixteen plus, of average ability. The skills to be developed and tested by the Board's Mode 1 examinations can be defined as follows:

A. Passive skills: i. Comprehension of spoken language.
ii. Comprehension of written language.
b. Active skills: i. Oral fluency in the foreign language.
ii. Written competence in the foreign language.

It is felt that the acquisition of language skills without some degree of background knowledge is an arid study and accordingly the Mode 1 syllabus includes a section devoted to this aspect. It is believed that the syllabus is suitable for the bulk of pupils who will be completing their study of the foreign language at this stage. It is also felt that pupils who establish their competence in this syllabus through the Board's Mode 1 examinations should be able to cope with everyday situations in the foreign environment. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(The Board has provided specific information on the lexical and grammatical requirements of the examination, and on the topics for background knowledge. The information is presented as general notes and is as follows:) (Source 1)

Vocabulary

The topics dealt with and the vocabulary used in the various sections of the examination will be those covered by the average course or text book, and will be based mainly, although not exclusively, on the (twelve prescribed themes e.g. letter writing, family and daily life, entertainment.) (Source 1)

Verbs

(This section runs to less than one page.) (Source 1)

Candidates will be expected to know the common regular and irregular verbs, including reflexives.
Tenses, moods and voices are divided into two groups:
Group I - those which candidates should be able to recognise and use.
Group II - those which candidates should be able to recognise but are not required to use. They may...gain credit for appropriate use of Group II verbs in conversation or free composition but, in all sections, full marks may be gained without using them. (Source 1)

(Group 1 - present and past participles, present and present continuous, imperative (both formal and familiar forms), imperfect, preterite, future.
Group II - conditional, passive (limited to "se" form), subjunctive (present and imperfect), perfect, pluperfect, negative imperative.) (Source 1)

It is not proposed to publish an exhaustive list of idioms. Candidates should be familiar with very common constructions such as...tener que in Spanish. (Source 1)

Paper II, section b background knowledge, part ii

(Tested by multiple-choice or written questions on the following themes:
(a) Everyday life in Spain: four topics e.g. shopping;
(b) Basic economic facts about Spain: six topics e.g. the transport system;
(c) Elementary facts of Spanish history: five topics e.g. La Guerra Civil;
(d) Basic information about people selected from the ten listed e.g. Pizarro, Cervantes;
(e) Places or areas of interest in Spain: three topics e.g. the cities of Sevilla, Valencia and Madrid.) (Source 1)

Paper I (Oral), section a role-play

(Three situations out of the following six will be set: at a railway station or airport, in a restaurant, in a shop, on the beach, in a post office, at the customs.) (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(No specific information provided.)

(See mark allocations opposite.)

General

(Candidates) will always be given credit for appropriate use of idioms in their written or oral work. (Source 1)

Paper III, section b free composition

...high marks can be gained only if the appropriate tenses are used. (Source 1)

D. SOURCES

All published by the West Midlands Examination Board.

1 Syllabus for the 1979 examinations. Modern languages.

2 1979 Oral test in modern languages. Information sheet.

3 Certificate of Secondary Education. 1978. Spanish. Paper III(A) - Oral test. Role-play.

4 Certificate of Secondary Education. 1978. German. Paper III(A) - Oral test. Role-play. Teacher's version.

5 Certificate of Secondary Education. Spanish. Paper I (A) -Aural test. June 1978. Instructions.

6 Certificate of Secondary Education. Spanish. Paper II (A) and (B) - Compositions. June 1978.

Table 110 West Midlands Examination Board CSE : Spanish Two written papers and an oral test

	I ORAL	II AURAL	III READING	IV WRITING	V BACKGROUND
Paper	Paper I (Oral), section a EITHER reading OR role-play, section b conversation, part i and part ii	Paper II, section a aural test	Paper II, section b comprehension (A), comprehension (B)	Paper III, Compositions, section a, section b free composition	Paper II, section b background knowledge part i and part ii
Time	I total 12 mins plus about 12 mins preparation time	45 mins	IIb total 1¼ hours	III total 1½ hours	IIb total 1¼ hours
Marks	Ia 5% Ibi and ii 20%	15%	IIb(A) 10% IIb(B) 10%	IIIa 10% IIIb 20%	IIb i and ii 10%
Description	Ia EITHER Reading aloud /I.1/. Passage (about 100 words). Three passages are supplied. The teacher chooses one[1]. OR Role-playing /I.3/. Three situations are set from the six prescribed situations[2]. The teacher selects one of these at random for each of the candidates shoosing this option. Instructions are given to the candidate in English[3] on what information he is to elicit from the teacher. The teacher's instructions give details about how to reply to the candidate in Spanish[4]. Ibi Questions on a series of pictures/single picture /I.2c/. Questions on a picture or series of pictures. Four pictures / picture series are provided with suggested questions. The teacher selects one for each candidate [1]. Ibii General conversation /I.2/. General questions not necessarily related to the picture/picture series; or questions on a text studied during the course. Conducted and marked by the teacher. The whole examination of a sample of candidates is recorded on tape and sent to the Board for moderation[1].	Ia Listening comprehension: questions in written English; answers in written English /II.1a/. Two short prose passages, the second slightly more difficult than the first with five or more questions on each passage. The first passage is read aloud by the teacher in one continuous reading, at a reasonable speed. Candidates are then shown the questions, and have two to three minutes to study them. The first section of the passage is read a second time and after this reading candidates answer the questions set on that section. The second part of the passage is dealt with in the same way, then the whole passage is read a third time with five minutes for revision. The second passage is dealt with in the same way. Candidates may write during the third reading only[5].	IIb(A) Written comprehension foreign language passage: multiple-choice questions in foreign language /III.2c/. IIb(B) Written comprehension: questions written in English; answers written in English /III.2a/. Prose passage. Answers are to be in complete sentences.	IIIa Picture test: written questions in foreign language; written answers in foreign language /IV.5/. Picture with a choice of questions to be answered in complete sentences[6]. IIIb Composition /IV.3/. Composition (about 120 words) on one of the following: i. narrative based on a set of pictures. ii. letter (not answering a letter). iii. continuation of a story, the beginning of which will be printed in the language.	IIbi Questions requiring brief answers /V.1/. Compulsory map question. Geography is tested by a map. Candidates identify towns, selected from a prescribed list of twenty towns, major rivers and geographical locations in Spain[7]. IIBii EITHER Multiple-choice questions /V.3/. 15 to be answered out of 20 set which may include some use of the foreign language based on the prescribed topics[8]. OR Questions requiring brief answers /V.1/. Candidates will be required to give five facts in English on each of three topics chosen from the ten set. The ten topics are selected from each of the five sections containing the prescribed topics[8].

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[1] See Source 2 opposite

[2] List published: See Source 1 and Section B opposite

[3] See Source 3 opposite

[4] See Source 4 opposite

[5] See Source 5 opposite

[6] See Source 6 opposite

[7] List published: See Source 1 opposite

[8] List published: See Source 1 and Section B opposite

Table 111 West Yorkshire and Lindsey Regional Examining Board Spanish Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

Paper 1, question 1

...to test the candidate's UNDERSTANDING of a written foreign language. (Source 1).

Paper 1, question 2 free composition

...to test the candidate's ability to express himself in writing in the foreign language. (Source 1)

Paper 2, question 1 aural comprehension

...to test the candidate's ability to comprehend a narrative or incident recounted to him in a foreign language. (Source 1)

Paper 2, question 2 background knowledge

...to test the candidate's knowledge of the customs, daily life and background of the country and people whose language is being studied. (Source 1)

Oral

...to test the candidate's ability to converse easily on everyday topics in the language studied. The importance of this ability is emphasised by the Board. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(No specific information has been provided. The following information has been derived from Source 1.)

Paper 1, question 1

The vocabulary used in this material will be based on ordinary everyday language. (Source 1)

Paper 1, question 2 free composition

The subjects will be based on incidents arising out of everyday life - holidays, school, hobbies, pen-friends, visits to a foreign country, family occasions - or on a series of pictures incorporated in the examination paper. (Source 1)

Paper 2, question 2 background knowledge

The candidate should be able to show that he is familiar with the way of life, foods, schools, principal historical events and salient geographical features, general culture of the foreign country, folk-lore, festivals etc. (Source 1)

Oral

The basic requirements are that the candidate should be able to answer simple questions in the language on everyday activities - hobbies, background study of the country, career, visits abroad etc. (Source 1)

(The candidate) will be given the opportunity and encouraged to talk more extensively on subjects which interest him and are within his scope [in experience and language]. (Source 1)

Oral, reading

There will be no compulsory reading passage and no reading passages will be supplied by the Board, since the reading aloud of a passage in the foreign language is hardly a natural activity and abilities in this field may not necessarily correlate with general linguistic ability. (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(No specific information has been provided on the modern language examinations. However, the Board has published guidance (Source 3) on the conduct of inter-school assessment, in the form of a booklet which runs to twenty-seven pages and which has been prepared mainly for the use of inter-school assessors. No information is given on marking schemes, scoring or marking principles. The following information is derived from the source indicated.)

Oral

The Board accepts the principle of internal grading, validated by inter-school assessment and is of the firm opinion that the techniques of oral examining should be fully discussed within the Local Group Panel.

Oral, paper 1, paper 2

The Board wishes to make it widely known that a candidate who can show in his spoken and written examination work great fluency and a knowledge of the language above that of basic requirements will be able to earn more marks and consequently a higher grade of Certificate....Greater emphasis will be placed on the candidate's ability to understand and use the spoken language rather than its written form. Moreover, in assessing those CSE candidates whose written work is likely to be of a less high standard, the Regional Panel proposes to take into consideration the fact that such work when read aloud in the foreign language would sound reasonably correct; consequently, errors of spelling and grammar not affecting comprehension will not be greatly penalised. (Source 1)

Paper 1, question 2 free composition

Credit will be given for the use of the present tense but a correct use of other tenses will gain more marks, in Romance Languages.

Paper 2, question 1 aural comprehension

Candidates will not be penalised for not answering in full sentences. (Source 1)

Oral

Credit will be given for evidence of comprehension but greater weight will be attached to the candidate's powers of self-expression. Due regard should be given to pronunciation and intonation. (Source 1)

D. SOURCES

All published by the West Yorkshire and Lindsey Regional Examining Board.

1 Syllabus. 1979 Modern languages. Mode 1.

2 Certificate of Secondary Education 1978. Spanish. Paper 1.

3 CSE Examinations. Assessment in a nutshell. 2nd edition. September 1976.

4 CSE Examinations. Procedure in a nutshell. 2nd edition. September 1976.

West Yorkshire and Lindsey Regional Examining Board   Spanish   CSE   Two written papers and an oral test

	I ORAL	II AURAL	III READING	IV WRITING	V BACKGROUND
Paper	Oral[1]	Paper 2, question 1 aural comprehension	Paper , question 1	Paper 1, question 2 free composition, Group 1 and Group 2	Paper 2, question 2 background knowledge
Time	not indicated	2 total maximum 1½ hours	1 total maximum 2 hours	1 total maximum 2 hours	2 total maximum 1½ hours
Marks	40%	10%	10%	Group 1 15% Group 2 15%	10%
Description	General conversation /I.2/. The basic requirements are that the candidate should be able to answer simple questions in the language on everyday activities[1]. It is expected that the candidate will be able to offer more than bald replies to a list of questions, and he will be given the opportunity and encouraged to talk more extensively on subjects which interest him and are within his scope. Reading aloud /I.1/. An optional test. No reading passages will be supplied by the Board. This test may be introduced at the discretion of the teacher where it might be advantageous to the candidate. If this optional test is adopted, it can score only a maximum of 10% and is not an alternative to achieving the full weighting allocated to the oral. The conduct and content of the oral examination will be the entire responsibility of the Modern Language Panel of the Local Group, subject to final moderation.	Listening comprehension: questions in written English; answers in written English /II.1a/. Whole passage(about 250 words) is read slowly and distinctly by the teacher, then the candidates are given time to read the questions. The first section is read again slowly and distinctly, then the candidates are given ample time to write their answers to the questions set on that section. The remaining sections are dealt with in the same way. The whole passage is read again slowly and distinctly and the candidates are given time for final revision. Candidates need not answer in complete sentences.	Written comprehension: questions written in English; answers written in English /III.2a/. Material in Spanish based on everyday language. Candidates should include all relevant details in their answers[2].	Composition /IV.3/. One subject to be chosen from Group 1 and one from Group 2. Subjects will be based on incidents arising out of everyday life[1]. Group 1 : EITHER suggested outline in English or in the foreign language OR series of pictures. Group 2: A letter. Choice of subjects given.	Questions requiring brief answers /V.1/. Fifty incomplete statements will be given of which the candidate will be required to complete thirty by the addition of one relevant fact. A map may be provided and the candidate asked to name features on it. A large choice of questions on background knowledge will be given, grouped in sections. The candidate is not expected to answer questions from all the sections unless he so desires[1].

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[1] See Section B opposite

[2] See Source 2 opposite

Table 112 ALSEB; JMB; TWYLREB; YREB Joint 16+ Examinations French Syllabus CSE

A. DECLARED AIMS OF EXAMINATION/PAPER/SECTION/QUESTION

A candidate entered for this examination should be able to understand French spoken by a native speaker on a subject within the pupil's experience; to read with good understanding a straightforward passage in French; to express himself with reasonable accuracy in speech and writing in French on subjects within his linguistic experience. (Source 1)

B. SYLLABUS DEFINITION/CLARIFICATION PROVIDED BY BOARD

(The Board has provided specific information on topic areas for the oral examination, a list of structures and a list of vocabulary in Source 1.)

Topic areas for the oral examination

It would be expected that pupils could conduct a conversation over the topics listed (in Source 1).

The pupil should be able to answer the sort of personal questions that may be put to him by a French person who is trying to get to know him; or conversely, he is expected to frame the appropriate questions to elicit similar information from a French person. (Source 1)

(Nine major topic areas are listed, all with closely allied subject areas, e.g. hobbies, interests, sports, fashion, membership of clubs, societies, time spent watching television, favourite programmes; details about his home town or village: size, situation, amenities. General topics such as the date, weather and time are not specifically mentioned, but are appropriate within certain of the subject areas listed.) (Source 1)

Oral examination, part a role-playing

Pupils should be able to 'survive' in situations of the type outlined in Source 1), that an English person might well find himself in if he went to France. Within any of these topics it would be possible to ask for a wide variety of roles. (Source 1)
(Fourteen situations are listed, e.g. in a post office; looking for lost property.) (Source 1)

List of structures

...an attempt has been made to divide structures into two categories, active and passive. Active use indicates items which candidates might be expected to use in speaking or writing. Passive use is felt to be more appropriate for comprehension. (Source 1)
(The list of structures in Source 1 runs to approximately two and a half pages.)

List of vocabulary

The more able pupils will be expected to have an active command of the words listed, and their vocabulary may extend beyond it. Less able pupils will not have an active command of all the words and will be expected to understand rather than to use them. The list is intended as a guide to both teachers and examiners to indicate the common core of active language upon which the tests of Speaking and Writing will be based (Source 1)

...the list is intended to represent a realistic list of basic French vocabulary which a sixteen year old student might actually need or want to use. Certain items, e.g. school subjects, professions, countries [other than those most likely to have been visited], have been omitted on the grounds that a complete list of these would have been unduly lengthy and that those relevant to the individual student would be learned anyway. Due credit for producing items such as these will be given in the examination. (Source 1)

(The list runs to eleven pages in Source 1 covering approximately 1870 items, some of which are duplicated, depending on the context in which they appear.) (Source 1) Numbers, days, months, seasons have not been included in the vocabulary list but will also be required. Prepositions will be required as listed in the vocabulary section. (Source 1)

C. DETAILS OF MARKING PRINCIPLES, MARKING SCHEMES AND SCORING, ADVICE TO CANDIDATES PROVIDED BY BOARD

(No specific information provided. Information has been derived from the sources indicated:)

(See mark allocations opposite.)

Paper 1, Free composition part a

(Candidates) may use the present tense, but higher marks will be obtained for the correct use of other tenses. (Source 4)

Paper 1, Free composition part b

(Candidates) should avoid wholesale copying from the letter. (Source 4)

D. SOURCES

All published by the ALSEB; JMB;TWYLREB; YREB Joint 16+ examinations.

1 French Syllabus 1979.

2 Joint 16+ examinations 1978. French oral test A - Teacher's booklet. Instructions for the administration of the tests.

3 Joint 16+ examinations 1978. French Paper 2, Section A, Listening comprehension.

4 Joint 16+ examinations 1978. French Paper 1, Free composition.

Table 112 ALSEB; JMB; TWYLREB; YREB Joint 16+ Examinations

Three written papers and an oral examination

	I ORAL	II AURAL	III READING	IV WRITING
Paper	Oral examination[1], part a role-playing situations, part b oral narrative, part c questions based on a picture, part d general conversation	Paper 2, Comprehension, section A listening comprehension	Paper 2, section B reading comprehension	Paper 1, Free composition, part a, part b
Time	total 10 mins plus 6-7 mins preparation time for part a[2] (including 3 mins for part d)	about ½ hour	40 mins	1½ hours
Marks	a 4% b 8% c 5% d 8%	25%	25%	25%
Description	a Role-playing /I.3/. Two situations based on the fourteen prescribed situations[3]. The teacher introduces the first situation in simple French keeping as far as possible to the prescribed teacher's responses given in French. The candidate is given three instructions in English on what information he is to elicit from the teacher. The second role is dealt with in the same way[2]. b Narrative based on a series of pictures /I.2d/. One six-frame oral narrative. c Questions on a single picture /I.2c/. Five set questions on a picture. If a candidate fails to answer, a question may be repeated once only as printed, but not rephrased[2]. d General conversation /I.2/. The teacher should encourage a conversation using the suggested lead questions if he wishes lasting three minutes on either or both of the topics suggested by part b and part c above[2] Conducted by staff at the centre and recorded on tape. The examination is marked by the Board's examiners. Six separate test booklets are provided, tests A - F each containing the four tests described above[2].	Listening comprehension: multiple-choice questions in foreign language /II.1e/. The passages on which thirty questions[4] will be set will be graded in difficulty. In some cases the options will be printed in the candidate's question papers, but use will also be made of options that are recorded on tape only. For each question there are four suggested answers[4].	Written comprehension: foreign language passage: multiple-choice questions in foreign language /III.2c/. Two sections, the first of short items, the second of longer continuous passages. Passages and questions will vary in difficulty.	a Composition /IV.3/. 130 - 150 words on a visual stimulus. b Composition /IV.3/. Letter (90 - 100 words) written in answer to a stimulus letter in French.

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[1] List of topics published: See Source 1 and Section B opposite

[2] See Source 2 opposite

[3] List published: See Source 1 and Section B opposite

[4] See Source 3 opposite

Tables 113 - 118 provide interboard comparisons of examination activities and mark weightings

Notes

1. Since percentages have been rounded up or down in some cases, totals will not necessarily add up to 100%.

2. Where no mark weighting is published for a given activity, a question mark is inserted.

3. Where a given activity is optional/alternative to another activity, this is indicated by an asterisk.

TABLE 113 **GCE 'O' LEVEL** (& SCOTTISH 'O' GRADE). SKILLS TESTED AND MARK WEIGHTINGS : **FRENCH**

TABLE NO	1/2	1/2	3	4	5	6	7	8	9	10	11	12	13	14
BOARD/EXAMINATION	AEB I	AEB II	Camb	JMB A	JMB B	Lond	N Ire	O & C	Ox O2O	Ox O12O	Sc Trad	Sc Alt	SUJB	WJEC
Reading aloud	-	-	10	?	5	6	?	6	6	?	4	7	7½	-
General conversation	10	10	-	?	-	9	-	6	6	?	8	-	10	-
Topics/Set lists & Q	-	-	7½	-	30	-	?	6	-	-	8	13	-	?
Picture(s) + Q	5	5	7½	-	-	-	-	-	-	?	-	-	-	-
Picture(s) + Story	5	5	-	-	-	-	-	-	-	-	-	27	-	?
Role Play	5	5	-	-	-	-	?	-	-	-	-	-	-	-
ORAL TOTAL	25	25	25	17	35	15	?	18	12	15	20	47	17½	20
Q/A in English	-	-	-	8	-	-	?	-	-	-	12	13	-	-
Q/A in FL	-	-	15	-	-	-	-	-	23*	-	-	-	-	12
Q/A in Engl (m-choice)	-	-	-	-	-	15	-	-	-	-	-	-	-	-
Q/A in FL (m-choice)	-	19	15	-	14	-	-	-	-	20	-	-	-	-
Summary in English	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summary in FL	-	-	-	-	-	-	-	19	-	-	-	-	27½*	-
AURAL TOTAL	-	19	30	8	14	15	?	19	0/23*	20	12	13	0/27½*	12
Transl FL to English	30	-	?	20	?	10	25	19	30	15	16	-	20	14
Q/A in English	-	5	-	10	-	-	-	-	8	-	16	27	-	-
Q/A in FL	-	-	-	-	-	-	7½	19*	-	-	16	-	-	12
Q/A in Engl (m-choice)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Q/A in FL (m-choice)	-	15	15	-	14	15	-	19*	-	20	-	-	-	-
Summary in English	-	-	-	-	-	-	-	-	-	-	-	-	-	-
READING TOTAL	30	20	?	30	14	25	32½	38	38	35	48	27	20	26
Transl Engl to FL	-	-	?*	18*	18*	20*	-	19*	23*	-	-	-	27½*	16
Passage + Q/A in FL	20	19	-	-	-	-	7½	-	-	-	-	-	-	-
Picture + Ans in FL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Composition	18	16	?/?*	18/37*	18/37*	15/35*	20	19*	15	25	20	13	22½	20
Dictation	7	-	-	8	-	10	?	7	12	5	-	-	12½	6
WRITING TOTAL	45	35	?	45	37	45	?	26	27/50*	30	20	13	35/62½*	42
BACKGROUND TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TEACHER ASSESSMENT	-	-	-	-	-	-	-	-	-	-	-	-	-	-

* Optional/Alternative ? Not known

TABLE 114 **GCE 'O' LEVEL** (& SCOTTISH 'O' GRADE). SKILLS TESTED AND MARK WEIGHTINGS : **GERMAN**

TABLE NO	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	29
BOARD/EXAMINATION	AEB I	AEB II	Camb	JMB A	JMB B	Lond	N Ire	O & C	Ox O21	Ox O121	Sc Trad	Sc Alt	SUJB	WJEC	WJEC 1	WJEC 2
Reading aloud	-	-	10	?	5	-	?	6	6	?	4	7	7½	-	-	-
General conversation	10	10	-	?	-	4½	-	6	6	?	8	-	10	-	-	-
Topics/Set lists & Q	-	-	7½	-	30	4½	?	6	-	-	8	13	-	?	12½	15
Picture(s) + Q	5	5	7½	-	-	4½	-	-	-	?	-	-	-	-	7½	9
Picture(s) + Story	5	5	-	-	-	-	-	-	-	-	-	27	-	?	-	-
Role Play	5	5	-	-	-	-	?	-	-	-	-	-	-	-	-	-
ORAL TOTAL	25	25	25	?	35	15[1]	?	18	12	15	20	47	17½	20	20	24
Q/A in English	-	-	-	-	-	10	?	-	-	-	12	13	-	-	-	-
Q/A in FL	-	-	15	-	-	-	-	-	23*	-	-	-	-	12	10	12
Q/A in Engl (m-choice)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Q/A in FL (m-choice)	-	19	15	-	15	-	-	-	-	20	-	-	-	-	-	-
Summary in English	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12
Summary in FL	-	-	-	?	-	-	-	15	-	-	-	-	25*	-	16	-
AURAL TOTAL	-	19	30	?	15	10	?	15	0/23*	20	12	13	25*	12	26	24
Transl FL to English	30	-	?	40	-	21	25	19	30	15	16	-	22½	14	16	-
Q/A in English	-	5	-	-	-	-	-	-	8	-	16	27	-	-	-	12
Q/A in FL	-	-	-	-	?	17	7½	19*	-	-	16	-	-	12	14	12
Q/A in Engl (m-choice)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Q/A in FL (m-choice)	-	15	15	-	15	-	-	19*	-	20	-	-	-	-	-	-
Summary in English	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
READING TOTAL	30	20	?	40	?	38	32½	38	38	35	48	27	22½	26	30	24
Transl Engl to FL	-	-	?*	?	-	-	-	22*	23*	-	-	-	25*	16	-	-
Passage + Q/A in FL	20	19	-	-	-	-	7½	-	-	-	-	-	-	-	-	-
Picture + Ans in FL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Composition	18	16	?/?*	-	?	32	20	22*	15	25	20	13	22½	20	14	17
Dictation	7	-	-	?	-	5	?	7	12	5	-	-	12½	6	-	-
WRITING TOTAL	45	35	?	?	?	37	?	29	27/50*	30	20	13	35/60*	42	24	29
BACKGROUND TOTAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TEACHER ASSESSMENT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

* Optional/Alternative ? Not known

[1] 1½ for pronunciation, included in total for oral.

TABLE 115 GCE 'O' LEVEL (& SCOTTISH 'O' GRADE). SKILLS TESTED AND MARK WEIGHTINGS : ITALIAN AND RUSSIAN

30	31	32	33	34	35	36	37	38	39	TABLE NO	40	41	42	43	44	45	46	47	48	49	50	51
										← **ITALIAN** **RUSSIAN** →												
AEB	Camb	JMB	Lond	N Ire	O & C	Ox	Sc Trad	Sc Alt	WJEC	BOARD/EXAMINATION	AEB	Camb	JMB A	JMB B	Lond	N Ire	O & C	Ox	Sc Trad	Sc Alt	SREB	WJEC
-	10	?	4½	?	4	6	4	7	-	Reading aloud	?	10	3	3	3	?	4	6	4	7	7½	-
10	-	?	10½	-	9	6	8	-	-	General conversation	?	-	?	?	12	-	9	6	8	-	10	-
-	7½	-	-	?	-	-	8	13	?	Topics/Set lists & Q	-	7½	?	?	-	20	-	-	8	13	-	?
5	7½	-	-	-	-	-	-	-	-	Picture(s) + Q	-	7½	-	-	-	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-	27	?	Picture(s) + Story	-	-	-	-	-	-	-	-	-	27	-	?
5	-	-	-	?	-	-	-	-	-	Role Play	-	-	-	-	-	-	-	-	-	-	-	-
25	25	?	15	?	13	12	20	47	20	ORAL TOTAL	25	25	20	27	15	?	13	12	20	47	17½	20
-	-	?	10	?	-	-	12	13	-	Q/A in English	-	-	13	-	10	?	-	-	12	13	-	-
-	?	-	-	-	-	23*	-	-	12	Q/A in FL	-	15	-	-	-	-	-	23*	-	-	-	12
-	-	-	-	-	-	-	-	-	-	Q/A in Engl (m-choice)	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	Q/A in FL (m-choice)	-	15	-	20	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	Summary in English	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	17	-	-	-	-	Summary in FL	-	-	-	-	-	-	17	-	-	-	27½*	-
-	?	?	10	?	17	0/23*	12	13	12	AURAL TOTAL	-	30	13	20	10	?	17	0/23*	12	13	27½*	12
30	?	?	21	25	39	30	16	-	14	Transl FL to English	30	?	27	-	21	25	39	30	16	-	20	14
-	-	?	-	-	-	8	16	27	-	Q/A in English	-	-	-	-	-	-	-	8	16	27	-	-
-	?	-	17	7½	-	-	16	-	12	Q/A in FL	-	-	-	-	17	7½	-	-	16	-	-	12
-	-	-	-	-	-	-	-	-	-	Q/A in Engl (m-choice)	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	Q/A in FL (m-choice)	-	15	-	20	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	Summary in English	-	-	-	-	-	-	-	-	-	-	-	-
30	?	?	38	32½	39	38	48	27	26	READING TOTAL	30	?	27	20	38	32½	39	38	48	27	20	26
-	?*	?	-	-	-	23*	-	-	16	Transl Engl to FL	-	?*	?*	?*	-	-	22	23*	-	-	27½*	16
20	-	-	-	7½	-	-	-	-	-	Passage + Q/A in FL	20	-	-	-	-	7½	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	Picture + Ans in FL	-	-	-	-	-	-	-	-	-	-	-	-
18	?/?*	?	32	20	22	15	20	13	20	Composition	17	?/?*	?/?*	?/?*	32	20	-	15	20	13	22½	20
7	-	?	5	?	9	12	-	-	6	Dictation	7	-	7	-	5	?	9	12	-	-	12½	6
45	?	?	37	27½	31	27/50*	20	13	42	WRITING TOTAL	44	?	40	33	37	?	31	27/50*	20	13	35/62½*	42
-	-	-	-	-	-	-	-	-	-	BACKGROUND: TOTAL	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	TEACHER ASSESSMENT	-	-	-	-	-	-	-	-	-	-	-	-

* Optional/Alternative ? Not known

TABLE 116 **GCE 'O' LEVEL** (& SCOTTISH 'O' GRADE). SKILLS TESTED AND MARK WEIGITINGS : **SPANISH**

TABLE NO	52	53	54	55	56	57	58	59	60	61	62	63	64
BOARD/EXAMINATION	AEB	Camb	JMB A	JMB B	Lond	N Ire	O & C	Ox O22	Ox O122	Sc Trad	Sc Alt	SREB	WJEC
Reading aloud	?	10	?	–	4½	?	4	6	?	4	7	7½	–
General conversation	?	–	?	7	7½	–	9	6	?	8	–	10	–
Topics/Set lists & Q	–	7½	–	–	3	20	–	–	–	8	13	–	?
Picture(s) + Q	–	7½	–	4	–	–	–	–	?	–	–	–	–
Picture(s) + Story	–	–	–	8	–	–	–	–	–	–	27	–	?
Role Play	–	–	–	6	–	–	–	–	–	–	–	–	–
ORAL TOTAL	25	25	15	25	15	?	13	12	15	20	47	17½	20
Q/A in English	–	–	–	–	10	?	–	–	–	12	13	–	–
Q/A in FL	–	15	–	–	–	–	–	23*	–	–	–	–	12
Q/A in Engl (m-choice)	–	–	–	–	–	–	–	–	–	–	–	–	–
Q/A in FL (m-choice)	–	15	15	20	–	–	–	–	20	–	–	–	–
Summary in English	–	–	–	–	–	–	–	–	–	–	–	–	–
Summary in FL	–	–	–	–	–	–	13	–	–	–	–	27½*	–
AURAL TOTAL	–	30	15	20	10	?	13	0/23*	20	12	13	0/27½*	12
Transl FL to English	30	?	15	–	20	25	39	30	15	16	–	20	14
Q/A in English	–	–	–	–	–	–	–	8	–	16	27	–	12
Q/A in FL	–	–	–	–	20	7½	–	–	–	16	–	–	–
Q/A in Engl (m-choice)	–	–	–	–	–	–	–	–	–	–	–	–	–
Q/A in FL (m-choice)	–	15	15	20	–	–	–	–	20	–	–	–	–
Summary in English	–	–	–	–	–	–	–	–	–	–	–	–	–
READING TOTAL	30	?	30	20	40	32½	39	38	35	48	27	20	26
Transl Engl to FL	–	?*	20	–	–	–	26*	23*	–	–	–	27½*	16
Passage + Q/A in FL	20	–	–	–	–	7½	–	–	–	–	–	–	–
Picture + Ans in FL	–	–	–	–	–	–	–	–	–	–	–	–	–
Composition	17	?/?*	20	35	30	20	26*	15	25	20	13	22½	20
Dictation	7	–	–	–	5	?	9	12	5	–	–	12½	6
WRITING TOTAL	44	?	40	35	35	?	35	27/50*	30	20	13	35/62½*	42
BACKGROUND TOTAL	–	–	–	–	–	–	–	–	–	–	–	–	–
TEACHER ASSESSMENT	–	–	–	–	–	–	–	–	–	–	–	–	–

* Optional/Alternative ? Not known

TABLE 117 CSE SKILLS TESTED AND MARK WEIGHTINGS : FRENCH AND GERMAN

65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	112	TABLE NO	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95
ALSEB	E Ang N	E Ang S	E Mid	Metro	Middx	North	N West	N Ire	S East	S West	SREB	WJEC	W Mid	TWYLREB	YREB	16+	FRENCH GERMAN BOARD/EXAMINATION	ALSEB	E Ang N	E Ang S	E Mid	Metro	Middx	North	N West	S East	S West	SREB	WJEC	W Mid	TWYLREB	YREB
6	-	-	10	5	5	10	10	8	?	?	-	?	5*	?*	-	-	Reading aloud	6	-	-	5	5	5	10	10	?	-	-	?	5*	?*	5
-	-	-	30	-	10	20	5	13	-	-	-	-	?	?	-	8	General conversation	-	-	-	15	-	10*	20	20	-	?	-	-	?	?	-
5	10	20	-	15	10	-	10	-	?	?	20	?	-	-	-	-	Topics/Set lists & Q	5	10	20	-	15	15	-	-	?	?	20	?	?	-	-
8	10	10	-	10	-	-	5	4	?	?	-	?	?	-	7	5	Picture(s) + Q	8	10	10	-	10	10	-	-	?	?	-	?	-	-	?
-	-	-	-	-	10*	-	-	-	-	-	-	-	-	-	10	8	Picture(s) + Story	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8	10	10	-	-	10*	-	-	-	?	-	10	-	5*	-	8	4	Role Play	8	10	10	-	-	10*	-	-	?	?	10	-	5*	-	?
27	30	40	40	30	35	30	30	25	30	35	30	35	25	40	25	25	ORAL TOTAL	27	30	40	30[1]	30	40	30	30	30	25	30	35	25	40	25
26	25	10	10	20	10	25	25	10	20	15	-	12½	15	10	25	-	Q/A in English	26	25	10	10	20	10	25	15	20	25	-	12½	15	10	25
-	-	-	-	-	-	-	-	-	20	-	-	-	-	-	-	-	Q/A in FL	-	-	-	-	-	-	-	5	20	-	-	-	-	-	-
-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	Q/A in Engl (m-choice)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	25	-	-	-	-	25	Q/A in FL (m-choice)	-	-	-	-	-	-	-	-	-	-	25	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Summary in English	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Summary in FL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
26	25	10	10	20	10	25	25	15	40	15	25	12½	15	10	25	25	AURAL TOTAL	26	25	10	10	20	10	25	20	40	25	25	12½	15	10	25
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Transl FL to English	-	-	-	-	-	-	-	15	-	-	-	-	-	-	-
11	20	10	-	-	10	15	15	10	-	-	-	5	10	10	-	-	Q/A in English	11	20	10	10	-	10	15	10	15	25	-	5	10	10	20
-	-	15	10	-	-	10	-	-	-	-	-	-	-	-	-	-	Q/A in FL	-	-	15	-	-	20	10	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Q/A in Engl (m-choice)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13	-	-	-	20	20	-	-	-	15	15	20	-	10	-	25	25	Q/A in FL (m-choice)	13	-	-	-	20	-	-	-	-	-	20	-	10	-	-
-	-	-	-	-	-	-	-	-	-	-	-	5	-	-	-	-	Summary in English	-	-	-	-	-	-	-	-	-	-	-	5	-	-	-
24	20	25	10	20	30	25	15	10	15	15	20	10	20	10	25	25	READING TOTAL	24	20	25	10	20	30	25	25	15	25	20	10	20	10	20
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Transl Engl to FL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Passage + Q/A in FL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	?	-	-	?	-	15	10	-	?	-	Picture + Ans in FL	-	-	-	10	-	-	-	-	-	-	-	15	10	-	?
18	25	25	20	20	20	20	?	15	15	?	25	15	20	30	?	25	Composition	18	25	25	15	20	20	20	20	15	25	25	15	20	30	?
-	-	-	10	10	5	-	-	-	-	-	-	12½	-	-	-	-	Dictation	-	-	-	10	10	-	-	5	-	-	-	12½	-	-	-
18	25	25	30	30	25	20	25	15	15	35	25	42½	30	30	25	25	WRITING TOTAL	18	25	25	35	30	20	20	25	15	25	25	42½	30	30	30
5	-	-	10	-	-	-	5	35	-	-	-	-	10	10	-	-	BACKGROUND TOTAL	5	-	-	15	-	-	-	-	-	-	-	-	10	10	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	TEACHER ASSESSMENT	-	-	-	10[1]	-	-	-	-	-	-	-	-	-	-	-

* Optional/Alternative ? Not known

[1] Calculation includes teacher's assessment for oral work.

TABLE 118 CSE. SKILLS TESTED AND MARK WEIGHTINGS : ITALIAN, RUSSIAN AND SPANISH

96	97	98	TABLE NO	99	100	101	102	103	104	105	106	107	108	109	110	111
ITALIAN	RUSSIAN		SPANISH ⟶													
WJEC	E Mid	SREB	BOARD/EXAMINATION	ALSEB	E Ang N	E Ang S	E Mid	Metro	Middx	North	N West	S West	SREB	WJEC	W Mid	TWYLREB
?	7½	-	Reading aloud	6	-	-	7½	5	5	10	5	-	-	?	5*	?*
-	22½	-	General conversation	-	-	-	7½	-	5	20	10	?	-	-	?	?
?	-	?	Topics/Set lists & Q	5	10	20	-	15	20	-	10	?	20	?	-	-
?	-	-	Picture(s) + Q	8	10	10	7½	10	-	-	5	?	-	?	?	-
-	-	-	Picture(s) + Story	-	-	-	-	-	10*	-	-	-	-	-	-	-
-	-	?	Role Play	8	10	10	7½	-	10*	-	-	?	10	-	5*	-
35	30	30	ORAL TOTAL	27	30	40	30	30	40	30	30	25	30	35	25	40
12½	10	30	Q/A in English	26	25	10	8½	20	10	25	-	25	25	12½	15	10
-	-	-	Q/A in FL	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	Q/A in Engl (m-choice)	-	-	-	-	-	-	-	20	-	-	-	-	-
-	-	-	Q/A in FL (m-choice)	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	Summary in English	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	Summary in FL	-	-	-	-	-	-	-	-	-	-	-	-	-
12½	10	30	AURAL TOTAL	26	25	10	8½	20	10	25	20	25	25	12½	15	10
-	10	-	Transl FL to English	-	-	-	11	-	-	-	-	-	-	-	-	-
5	?	?	Q/A in English	11	20	10	13	-	20	15	15	25	20	5	10	10
-	?	-	Q/A in FL	-	-	15	-	-	10	10	-	-	-	-	-	-
-	-	-	Q/A in Engl (m-choice)	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	?	Q/A in FL (m-choice)	13	-	-	-	20	-	-	5	-	-	-	10	-
5	-	-	Summary in English	-	-	-	-	-	-	-	-	-	-	5	-	-
10	40	20	READING TOTAL	24	20	25	24	20	30	25	20	25	20	10	20	10
-	-	-	Transl Engl to FL	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	Passage + Q/A in FL	-	-	-	-	-	-	-	-	-	-	-	-	-
15	-	-	Picture + Ans in FL	-	-	-	16	-	-	-	?	?	-	15	10	-
15	-	20	Composition	18	25	25	-	20	20	20	?	?	25	15	20	30
12½	-	-	Dictation	-	-	-	8½	10	-	-	-	-	-	12½	-	-
42½	-	20	WRITING TOTAL	18	25	25	24½	30	20	20	25	25	25	42½	30	30
-	20	-	BACKGROUND TOTAL	5	-	-	13	-	-	-	5	-	-	-	10	10
-	-	-	TEACHER ASSESSMENT	-	-	-	-	-	-	-	-	-	-	-	-	-

* Optional/Alternative ? Not known

Part 2

A Critical Analysis

A glossary of the abbreviations and acronyms used to identify the examining boards in this analysis appears on Page 298.

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1

Aims, Syllabus and Assessment

In this chapter, the editors examine in particular the nature and amount of explanatory or supporting information provided by the boards for the 1979 examinations as clarification of the aims, syllabus content, mark weightings, and criteria for assessment of candidates' performance. The information on which the comments are based is drawn from the tables in Part I.

It would seem on the face of it, essential for examiners, teachers, and candidates to have a clear idea of what the aim of the examination is - what it is trying to do, both in general and specific terms. GCE Boards have found it quite difficult to put this into words, however. Only two give a statement of general aims: JMB (B) in French and German; and JMB (A) and (B) and London in Russian. The major portion of JMB's statement "The aim of this syllabus is to evaluate attainment in speaking and writing French/German and in comprehending its spoken and written forms...", tells us little except that, as usual, all four skills will be tested. The final phrase, however, "...reducing to a minimum the role of English", is certainly indicative of a policy.

Statements of aims for particular papers are much more common. Of the fourteen French 'O' syllabuses, nine state aims of some sort for one or more of their papers, three of these from Scotland and Northern Ireland. Some, like AEB I (French, German, Italian), suggest policy. Phrases like "... to test candidate's ability to manipulate the foreign language", or "... to test his ability to use language structures appropriate to the description of persons, places, activities, objects and situations", would suggest an emphasis on the accurate use of grammar for defined functions. Others are less informative, such as London's statement that their Reading Comprehension paper is to test understanding of written French. They also say that their Listening Comprehension paper is to test understanding of **spoken** French but then set a literary piece which was originally written to be be read not heard. In that sense it is not a test of comprehension of spoken language at all. Five boards (JMB (A) except Russian, O & C, Oxford, SUJB, WJEC) give no indication of aims, either general or specific.

CSE Boards are much more forthcoming. Of the sixteen boards providing between them 48 examinations, all but TWYLREB and WJEC state general aims; and both these last mentioned boards, along with most others, give specific aims for particular papers. Many of the statements of general aims remain uninformative when taken on their own. A typical example is South Western's. "The aims of the examination are to text the candidates' ability to understand the language both in the written and the spoken form and to express themselves in speech and writing, such understanding and expression being based on simple everyday usages and situations". Like the JMB statement quoted above, this says little more than that all four skills will be tested. The last twelve words illustrate an attempt to define aims which is common but in fact largely ineffective. How simple is "simple"? What are these "everyday usages and situations"? Those of a French child? They must vary enormously according to environment. Perhaps they are those of an English child who might need to use the language as a foreigner? This would provide a different range of meanings for the statement. Statements of aims tend to be full of expressions like "simple", "reasonable", "straightforward", "within the experience of the learner", "common expressions", "everyday situations", none of which are very helpful to the candidate or the teacher unless illustrated by a detailed syllabus. Fortunately, in CSE, they often are. It must, however, be particularly tantalising to candidates of TWYLREB to be told ..." a knowledge of the language above that of basic requirements will be able to earn more marks", when (s)he is never told in any useful detail what the "basic requirements" consist of.

The information given often provides clues to the attitudes of examiners; it is unfortunate, however, that examiners appear on occasions to make assumptions based on knowledge which they do not possess. The commonest such statement is something to the effect that the material, questions, language, topics etc., will be "appropriate to the candidate's experience". Since each candidate is an individual the examiners can have no idea of what his experience is, and should cease assuming that they have. What they presumably mean is that the material is appropriate to the apparent general interests of the age group concerned, and that is what they should say. In one of their role-plays, South East have the candidate buy a box of 25 cigars to take home for father; that may, of course, be typical of the prosperous South East, but one doubts it.

Boards are occasionally also tempted to make statements which have the effect of creating an image which may be misleading. AEB, in many ways a pioneering board, opens its French/German/Italian Syllabus I with the statement: "In the examination great importance will be attached to the oral use of the language, one quarter of the total marks will be allocated to the oral test". It could well with equal truth say that translation into English is considered important as 30% of the marks are allotted to it, or that written French is important as 45% of the marks are allotted to that. Why is the skill which is given the least marks singled out as being considered of great importance? On the other hand it is frequent for helpful indications of policy to be given. TWYLREB again say that in assessing the work of weaker candidates "errors of spelling and grammar not affecting comprehension will not be greatly penalised". Middlesex take a positive view certainly not shared by all examiners: "Basically the examination will encourage candidates to show what they know rather than emphasise their deficiencies". From these examples it can be seen that statements of general aims tend to be relatively meaningless when referring to content or skills, but are useful when they indicate, even in general terms, examiners' attitudes.

Syllabus content

Specific aims come in many cases close to syllabus definition. On the whole, GCE Boards have resisted the move towards a greater definition of a global syllabus, though there are differences of treatment between languages within the same board. Of the fourteen GCE examinations in French, eight do not have any general syllabus in terms of grammar, topics or vocabulary (Cambridge, JMB (A) and (B), O & C, SUJB, WJEC, Northern Ireland, Scottish Traditional). Five have a grammar list (AEB I & II, London, Oxford 020 and 0120) but only AEB (I and II) give a vocabulary list. Four state topics (AEB I & II, London, Scottish Alternative). All the boards except one (SUJB), however, give some indication of syllabus for particular parts of the examinations, e.g. tenses to be used in the composition (AEB I & II, JMB (A) and (B), Cambridge, London, O & C, Oxford 0120, WJEC) or topics to feature in oral tests (AEB I & II, Cambridge, JMB(B), O & C, WJEC, Northern Ireland, Scottish (Alternative)). In German, Oxford provide a grammar for both their examinations and Scottish (Alternative) a set of topics. They are joined by JMB (A and B) where a grammar is given for Russian and both a grammar and vocabulary list for Spanish. JMB Modern Language panels, like those of some other boards, work quite separately, and this gives rise to some inconsistencies. While one appreciates the advantages of the individual autonomy of the panels, it is not clear that there is a real justification for substantial differences between the syllabuses of the same board, and it is certainly confusing for participating schools. No board gives any syllabus details for Italian. SUJB remain absolutely consistent throughout by giving no information at all about what might be the required linguistic content for any of their language examinations.

Once again CSE boards are generally more willing to define syllabuses. Only two of the sixteen (WJEC and TWYLREB) give no general indications at all. Some are very modest: SREB list only the tenses for active use (six in French, including the conditional; five in German, plus the most common forms of the subjunctive) Others are exhaustive: for example, East Anglia (South) provide a vocabulary, a list of topics, and an extensive grammar list. Similar information is given for German but for Spanish no vocabulary list is provided. Only one other board (16+)

gives a vocabulary, though six rely on **le français fondamental** (ALSEB, East Midland, North West, South East, South West, Yorkshire). Eight others provide some indications of grammar (East Anglia (North), Metropolitan, Middlesex, Northern, South East, West Midlands, Yorkshire, 16+) and seven others list topics (East Anglia (North), Metropolitan, Middlesex, Northern, South East, West Midlands). In view of their general statements, few boards give syllabus indications for particular papers, though all give a good deal of detail about what the oral entails.

Mark weightings and assessment criteria

General aims and more or less detailed syllabuses help to indicate the examiners' intentions, but the mark weightings reveal much more clearly what they consider really important. All the GCE boards give the mark weightings for at least some of their papers either in the syllabus or on the question paper, or both. However there are apparent inconsistencies. In eight examinations marks are given for each question. The rest give the marks for some but not for others, without giving reasons. We do not know why, for example, Cambridge give the marks for the oral/aural emphasis questions and for the reading comprehension, but not for the translations and composition, while on the other hand, Oxford 0120 give the marks for everything except the oral sections which, we are told, add up to 15%.

As can be seen from the Tables[1], there are considerable variations in mark weightings, In French the difference between highest and lowest percentage ratings in a given skill area is well over 30%. Oxford 020 is unique in that, by the operation of options, listening comprehension can be avoided altogether. If the figures are converted into productive (oral and writing) and receptive (listening and reading) skills, we find that most boards maintain a balance of 60/40 in favour of either the productive or the receptive skills. Only JMB (B) rewards production distinctly more (72 approx./28 approx.) Since production is generally considered more difficult, this would argue that JMB (B) French is among the most difficult of O level examinations, unless it can be shown that their production tests are easier than those of other boards. This does not appear to be the case. If the marks are converted to give a total for sound (either heard or produced) and for print (either read or produced) - a distinction not usually made - only four boards maintain the balance 60/40 or less. Not surprisingly the emphasis tends to be on print, and in only one examination, (Scottish Alternative) is a majority of marks given for sound. Oxford 020, again by operation of its options, can produce a ratio of 88/12 in favour of print.

There are seven cases (AEB (I and II), Cambridge, both Scottish, Oxford 020, WJEC) where boards give precisely the same mark weightings to all the languages they examine. Two boards do this in part. London uses almost the same weightings in German, Spanish, Russian, and Italian, but has a different scheme in French, where more marks are given for listening and writing, but many fewer for reading. (JMB both A and B) go in for variety. In JMB (A) the weighting differences in French and Spanish produce opposite ratios for productive and receptive skills. In JMB (B) and SUJB, even when the rubric in the syllabus is identical (JMB listening and reading comprehension in French and German; SUJB Papers I and II in French and German), the mark weighting is slightly different.

Marking procedures

Few boards give information about how marks are awarded or what precise procedures are used by the markers. JMB provide some of this information in the syllabus description for each of the questions set. A typical entry is: "If a working total of 55 marks for each essay is assumed, 14 marks will be awarded for grammatical accuracy, 28 for variety of structures, appropriate idiom and vocabulary, and 13 for subject matter". It should be noted, however, that when they say, "14 marks will be awarded for grammatical accuracy", they probably mean "14 marks will be deducted for grammatical inaccuracy" which is not the same thing.

Sometimes information of this sort is to be found in Examiners' Reports. London (French 1978) has detailed descriptions of the marking of each paper: "(in the essay) the first 140 or so words are...divided into word groups... Each of the word groups is positively assessed first for accuracy, then "bonus" points are awarded for new and varied vocabulary and expression..." Again this is useful information but, as with JMB, goes tantalisingly not quite far enough. Just how is "accuracy" defined? Are there degrees of accuracy? What exactly qualifies for a "bonus" point? What does "new vocabulary" mean? When the word groups are "positively assessed" for accuracy, does that mean that accurate parts are given marks, or does it mean that if there is an error a mark is not awarded? This suspicion is reinforced by the remark that "Any material... taken without alteration from the stimulus may count towards the accuracy score but no bonus points are given".

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[1] It is arguable whether Dictation should be in the writing emphasis section but that is in fact what the marks are given for. It is possible to hear and understand a passage and get no marks for dictation (French children do so regularly). The same applies to reproduction from an aural source.

It seems unlikely that examiners would award marks for correct copying from the paper (positive marking) whereas they are very likely to deduct marks for incorrect copying. In other words, miscopying the stimulus can add to the inaccuracy score. Nevertheless there is here and in other parts of the report a real attempt to give examples of errors and thereby begin to show teachers more precisely what is required of their candidates.

In an introductory paragraph the London examiners say: "The information (about the marking scheme) is primarily intended for teachers assessing their pupils' work. Candidates should be advised to concentrate on writing naturally and with accuracy, rather than attempt to score a higher mark by exploiting their knowledge of the scheme". This statement is both naive and misguided. Of course candidates and teachers will exploit their knowledge of the scheme. How can they possibly be expected not to? Or is the board asking us to disregard the information given in its examiners' report? Moreover, if the examiners fear that exploiting the scheme might lead to less "natural" French, they should change their scheme. It cannot be said too often that the effect of public examinations on teaching is the examiners' responsibility.

The Welsh examiners give similar, though slightly more detailed, information. Their prose translation is divided into boxes each counting five marks. Marks are then deducted: two for gross errors, one for less serious errors. Unfortunately, we are not told the difference between a gross and a less serious error. The guided composition is marked twice: once negatively (out of 20) and once positively (out of 13): "A phrase which has been penalised for a minor error in the negative marking may still earn a credit in the positive marking". It is not made clear by London and JMB whether they also use this system. It is certainly in contrast with some other Boards where bonus points cannot be gained unless the expressions concerned are grammatically accurate (e.g. 16+ consortium).

Oxford provide a separate booklet which they say has been issued in response to requests from teachers for details of the marking procedures. It gives similar details to those mentioned above, along with some limited illustration by a few brief examples, in the foreign language, of the working of the procedure. They also cover themselves by noting that for prose composition: "Many more errors than these are considered as they occur at the examiners' meeting". AEB, for one paper only, and the Scottish board, are the only ones who are prepared to take the risk of explaining precisely what they mean in terms of the foreign language. AEB publish a leaflet giving detailed examples of specimen answers and their marking in the use Use of Language paper. The booklet on marking produced by the Scottish Board gives detailed analyses of what is acceptable and unacceptable in all translation and language practice tests at both Ordinary and Higher Grades. This includes six specimen O grade compositions, which are marked by impression, with an explanation of how the mark was arrived at. This sort of information has long been denied to teachers by the English and Welsh boards. The Scots have provided it since 1971.

All CSE boards give mark weightings either in the syllabus or the papers. The difference between highest and lowest weightings for the skill areas in French are much less than in GCE - never more than 20% - but this still means that successful candidates from different regions will have quite different capabilities. If the marks are converted to show weightings for productive and receptive skills, however, we see a different pattern. All the boards except one (ALSEB) give more marks for productive than for receptive skills, and even ALSEB's difference is only 5% in favour of receptive skills. Four boards (East Midlands, TWYLREB, South West, East Anglia (S)) place a heavy emphasis on production, giving it well over two thirds of the marks. Since productive skills are considered more difficult and since it is generally agreed that less able pupils can progress much further in receptive skills, this imbalance seems curious.

The situation is well-illustrated by the mark weightings awarded to writing in the foreign language. 13 boards give 25% or more to written composition. The lowest is 18% (ALSEB), and the highest 35% (South West). East Anglia (South) must also count at this highest figure as its reading comprehension with answers to be written in the foreign language is in fact mainly a composition test. It should not be forgotten, either, that dictation is assessed as a test of writing skills.

There seems to be a general policy of maintaining comparability between languages offered by the same CSE board. Of the fifteen offering German, only six (East Midlands, Middlesex, North West, South West, West Midlands, Yorkshire) use different mark weightings for German as compared with French. Of the thirteen boards offering Spanish, only four use different mark weightings. Two boards (East Midlands, SREB) offer Russian and use different mark weightings from their other language examinations. WJEC offer French, German, Spanish and Italian and appear to use precisely the same mark weightings throughout. The amount of detail varies. For example, Yorkshire state in their syllabus that the four skills will be given equal percentage weightings. On the candidates' papers, the marks for each section or question are given, except for the three parts of the oral. Weightings for these are given in separate notes on the oral examination. WJEC, on the other hand, state in their syllabus that 60% will be given for aural/oral tests and 40% for reading/writing tests. No further detail is given.

CSE boards, uncharacteristically, give less information about mark schemes than O level boards. North, West Midlands and TWYLREB give no information at all. WJEC say only that the dictation is marked positively, which in itself is worthy of congratulation. Most other boards give details of the marks for the oral test, mainly because they rely heavily on teachers to carry it out. South West have a totally teacher-marked examination, and so give detailed instructions. South and South East, who do make an attempt to give more details, remain nevertheless uninformative. South, for example, say that up to ten marks will be given "for the quality of the written language, bearing in mind genders, agreements, tense usage, word order, idiom and vocabulary", and make several other statements. But what does this mean? Does any agreement of any sort, does any tense appropriately used, gain a bonus mark? What sort of vocabulary will qualify? Similarly, South East in their "Notes for guidance ..." say that in composition four marks will go for content, and eighteen for vocabulary and phrases. In the same board's Use of Language paper (now discontinued) credit was given for each word or phrase used correctly and bonus marks would be earned for pronouns. This is much more precise.

The assessment of oral proficiency at O level and CSE is carried out in several ways. The oral tests are conducted either by a teacher or a visiting examiner. The majority of boards expect them to mark on the spot. Sometimes a sample is recorded by the teacher or examiner for moderation by the board, sometimes all the candidates are recorded and the board selects its own sample for moderation. Visiting colleagues from other schools, or the board's examiners, are used for moderating "live" where no recordings are made. Occasionally only a sample of candidates is actually tested and the rest receive a teacher's assessment on their general performance. Two GCE boards (JMB (B), Scottish Alternative) and three CSE boards (WJEC, Yorkshire, 16+ consortium) have all tests conducted and recorded by the teacher but marked subsequently by the boards' examiners. Some CSE boards make life confusing for teachers by having different systems for different languages. Only one board (SUJB) appears to give no information except that contained in the syllabus:

> "ORAL EXAMINATION
> (i) Dictation; (ii) Reading aloud, conversation
> (60 marks)"

Examiners' reports

Examiners' reports are absolutely essential reading for those concerned with public examinations. As one report puts it: "It may help here to give some indication to schools as to what examiners are looking for" (Yorkshire; German). It is a pity the examiners could not give the schools the information before the examination. The reports are intended for the eyes of teachers, and one board at least states quite specifically that they are not to be given to the press (Middlesex). This seems unnecessarily secretive. They should in fact be read by candidates as well. There is no doubt that if prospective candidates were set a particular year's papers as a dress rehearsal and then afterwards were given the official examiners' report, they would benefit a great deal.

Reports usually go over each section of the examination commenting particularly on what was found difficult, but also in some areas remarking on how well certain questions had been done. The best reports will survey each single question in a comprehension exercise, for example, and will give detailed figures of candidates' choices in multiple choice arrays where teachers have experienced concern over ambiguity. The report of the East Midlands examiners is in many ways a model to be followed. Its ten pages of typescript are concise and yet detailed, dealing with every area of the examination, commenting upon strengths as well as weaknesses, and avoiding, not completely but to a large extent, an over magisterial tone. At the other end of the scale, the Northern Ireland CSE board report amounts to one page on which each section of the paper is dealt with in small paragraphs of from two or four lines, which mainly say whether on the whole the paper was well or badly done. The result conveys virtually no information of use to the individual teacher, though the preamble does include one revealing comment: "There is strong evidence to suggest that some candidates receive no practice at all in conversation". There are many other such suggestions for improving teaching, or encouraging remarks that teaching has in fact had an effect. "Some candidates had clearly not been exposed to enough Italian" (Cambridge, Italian - O level); "the general impression is that much more time is devoted to oral work, particularly oral composition, in some schools than in others, and that those which devote more time to this aspect reap the rewards in the oral test" (WJEC); "... some schools have managed to train their pupils in writing French to a far greater extent than others" (Middlesex); "... better awareness of the perfect tense and inversion after direct speech is clearly being well drilled in many schools" (East Midlands); "it is clear that constant practice and drill in dictation pays dividends and the results of the contrary approach are equally visible" (East Midland). There could be no clearer evidence that success in examinations is not only dependent on a knowledge of the language but on careful training in the particular techniques required by any given board.

It is very useful to know that JMB examiners accept the

Tolérances Grammaticales et Orthographiques published by the French Ministry of Education for use in its own schools, and also take into account other aspects of content and relative difficulty that can have a bearing on performance. They also regret the "unnecessary" loss of individuality brought about by teachers providing ready made answers to their 100 questions. The warnings given can be both revealing and useful. North West point out that teachers still need to be told that time should be spent teaching vocabulary, that pupils should hear other voices on tape as well as the teacher's, and that they need frequent listening practice. They also remark that oral examiners "in many cases pitched the conversation above the level of the candidates' ability". The examiners in question were the candidates' own teachers.

The tone of examiners' reports can help communication. Yorkshire starts with a cold douche: "the most common characteristic of the average candidate in the CSE examination remains his inability to use with confidence any tense other than the present", but then becomes much warmer: "it is pleasing to record a positive approach to grammar, idiom and vocabulary (that is) welcomed by the examiners"; "Candidates found this (role-playing) the easiest and most enjoyable part of the examination". Others make similar comments. North: "teachers will be heartened (by an) overall improvement in performance". JMB (B): it was good to hear candidates "who could obviously converse naturally". AEB (II): "very many candidates performed creditably on this paper".

Regrettably not all examiners feel able to include positive remarks among the avalanche of negative observations which characterise their reports. In the same way that some judges find it impossible to deliver sentence without a homily on the deterioration of society and the accused's contribution to it, some examiners cannot refrain from expressing a sense of moral outrage at the shortcomings of candidates. These are mercifully few, however. Examiners frequently express surprise at what their candidates fail to know, none more so than the Metropolitan Board. The word "surprising" or "surprisingly" occurs seven times in their four-and-a-half-page report along with an "unexpected" and a "hard to see why". All these refer to candidate error. Since many examiners claim to be aware of the linguistic and other experience of their candidates it is perhaps surprising that they are surprised so often. Sometimes examiners' observations raise important matters of principle of which, at the time, they seem unaware: "... these words (pellicule, essoufflé) ought really to be known at O level" (AEB I). **Pellicule** can certainly be defended on tourist grounds but why should **essoufflé** in particular be known at this stage? If the examiner had said that we really should teach our candidates techniques for making an intelligent guess at the likely meaning of a word like **essoufflé** if they do not happen to have come across it before, then he would be being much more helpful. Occasionally examiners are guilty of straightforward hubris: "In general conversation the candidates sort themselves out quite quickly into those who can and those who cannot speak the language" (London). Insensitivity of that order should not go unrewarded.

Accessibility of published information

It is not always easy to uncover the information contained in this chapter. Teachers should not rely on the published regulations or syllabus only; much is to found elsewhere. Vital advice to candidates appears in some cases only on the examination papers themselves. Often there are extra regulations dealing with particular parts of the examinations; this is frequently true of oral tests. The examiners' reports, as we have seen, almost invariably contain information of such importance, as to warrant the inclusion in the syllabus.

In amassing this information the editors have been obliged to consult sometimes as many as thirteen sources for one examination. The average number of sources consulted for GCE boards was 7.3 and for CSE boards 5.7. This situation makes it very difficult for teachers to inform themselves adequately, and with the certainty that they are aware of all available published information. While it may be impracticable to provide all the available information in a single source, boards should at least publish, in their annual regulations, a list of sources to which teachers should refer. Some boards make greater efforts to do this than others.

2

The Examinations and their Tests

In this chapter, the editors focus upon the examination papers themselves. Since this project was begun before the 1979 summer examinations took place, the papers scrutinised are the summer 1978 examinations.

In the early sixties O level examinations in modern languages all looked very much the same and made similar demands on candidates. By the middle sixties things were beginning to change: AEB had finally managed to get agreement to abandon prose translation as a compulsory requirement, and a joint JMB/MLA experiment had explored the possibility of greatly increasing the oral/aural component. At the present time (1979) as the tables show, the examinations reflect varying emphases both within and between boards. However, neither time nor space permit close scrutiny of this great variety of tests. One can only look at some in detail and thereby indicate how others might also be looked at. In scrutinising each type of test, the editors have asked themselves the following questions: What is the test trying or claiming to do? What is it in fact doing? How might it look to the candidate attempting it?

O level reading comprehension

O level Reading Comprehension is difficult to test. First there is a problem of definition - what do we mean by comprehension? Most tests fall back on straightforward comprehension of the factual content - What time did the train leave? How did the man get across the river? But comprehension is in fact a great deal more than this. When in reading almost anything we "comprehend" much more than the facts above: there are implications, interpretations, even the mood or bias of the writer or characters. Some attempts appear to be made to test this sort of comprehension too, though only London says quite clearly that it will do so. It is to be hoped that more effort will be made in the future to test this wider definition of comprehension.

Such considerations ought to discourage examiners from blurring the issue by the introduction of other tasks likely to cause confusion in the mind of the candidate about what is being tested. For example, the testing of reading comprehension by means of questions and answers in the foreign language is a test of production as well as of comprehension, so the candidate already has two substantial tasks. Where such a test is set, examiners should say quite clearly how many marks are being awarded for comprehension and how many for production. Five O level boards use tests of this type in French (O & C, WJEC, Northern Ireland, Scottish, AEB). O & C call their test Reading Comprehension whilst WJEC give theirs no title.

Northern Ireland call theirs Comprehension and Use of Language since it is divided into two quite separate parts, one being questions on the text in the traditional manner, the other asking for synonyms, sentence completions, rewriting of sentences, explanations of words, tense transformations of sentences in the text etc. The Scottish board call theirs Language Practice: they ask eleven questions on the text, three of a more general nature ("qu'est-ce qu'un camping?") and two requiring definitions and antonyms of particular words in the text. AEB call their test Use of French and insist that the reading passages are deliberately simple because the intention is to test production. However, in practice, there seems to be little difference in standard of difficulty between the AEB texts and those set for comprehension by other boards. The first three boards give no indications about the distribution of marks between comprehension and production, though one suspects that, considering the Welsh Board's fairly minatory instructions about how to answer the questions, it would be difficult for one of their candidates to gain many marks if his French was at all defective. The Scottish Board make it clear in their booklet on marking that comprehension alone will not gain marks. The AEB have produced a leaflet showing in detail precisely what they may require candidates to do and stating that "marks gained are awarded for the production of language rather than for understanding". At the same time, however, they say, "Obviously marks cannot be awarded for a factually incorrect answer." So, if your French is incorrect you get no marks for accurate comprehension and if your comprehension is incorrect you get no marks for accurate French. At least we know where we are, however much we might wish to argue the principle.

It is surprising, however, that examiners who presumably have years of experience behind them can still produce statements of intention, instructions on the paper itself, and actual questions which are sometimes at variance with each other or, at least, make it unclear what the candidate has to do. O & C do not require candidates to reply in complete sentences, but point out that answers beginning with **parce que** and **pour** will be accepted. Does that mean that otherwise incomplete sentences will not be accepted? If that is not so, why mention **parce que** and **pour** at all? They say that candidates should keep answers relevant and concise. The answer to Question 2 (July 1978) most concisely would be **avec un journal.** But this is worth five marks, the same as other questions which demand more complicated answers. One suspects therefore that the concise form might not be enough. In Question 5 the candidate is instructed, "Ecrivez deux phrases". Since **phrase** (in French) means **sentence,** and the question could be answered concisely in two short **phrases** (in the English sense), confusion reigns. The final question begins "Comment...." but the passage tells us only **where** the children would like to spend their holidays, not **how.**

WJEC require answers in complete sentences: they also insist that the main verb in the answer must be in the same tense as the question. The first question is: **Qu'est-ce qui donna à l'enfant l'idée de manquer la classe ce jour-là**? The obvious answer would be: **il était très en retard** or **il avait peur d'être grondé.** In order, however, to fulfil the requirement about the tenses of the main verb in the answer, the candidate would have to produce something like: **Le fait qu'il était en retard lui donna...**etc. Is this what the Welsh Board really wanted? Or was it careless drafting? Did they in fact give no marks to **il était en retard?** If so, could they defend their action in terms of encouraging people to behave naturally and appropriately in French?

Even the AEB, which has taken such care over its **Use of French** paper, is not immune. Question 5(1978) asks: **Quel âge avait-il au moment de l'enlèvement**? We are assured in the explanatory pamphlet that, "The answer should be the natural answer which such a question would require of a native speaker. This means a short answer may well be acceptable." The 'natural' answer to Question 5 would be simply **8** or **huit ans.** The first shows no use of language and the second a really minimal amount but both satisfy the instructions on the paper. Is this again careless drafting, or does "may well be acceptable" imply other rules we don't know about? The requirements of manipulation of the language sometimes lead to the inclusion of apparently irrelevant matter in the passage in order to be able to ask a question testing a particular grammatical form. In the second passage, the sudden realisation by the wife that she has not locked the house door appears to be included in order that a question involving the pluperfect can be asked.

In a similar way the explanatory pamphlet explains that the answer to Question 14 **(Après lui avoir donné l'argent, qu'est-ce que Georges a dit à Henriette de faire)** must be: **Il dit à Henriette de le laisser tranquille** (manipulating **Maintenant laisse-moi tranquille** appearing in the passage) since "the question is designed to test in this case the provision of the infinitive and of a pronoun correct in both form and position". But since the next sentence in the passage starts, **Et Henriette sortit...,** why cannot the answer be simply: **de sortir**? The pamphlet insists that the test is "specifically designed to be a test of accuracy and attention to detail" and goes on to illustrate how precisely questions have to be answered. It is difficult then to know what to do with Question 17: **Combien de temps Henri a-t-il dû attendre avant d'épouser Jeanne**? when all the passage says about it is: **nous nous sommes mariés le mois suivant.** An absolutely precise answer would be: **1-31 jours** but one doubts if that is what the examiners had in mind. We do, in fact, in this case, know that what the examiners had in mind, as this precise question is commented upon in the Examiner's Report. "(The question) can be answered quite simply by saying "un mois" but many candidates, chose to write "ils se sont mariés le mois suivant", which, while factually correct, is not an answer to the question set and therefore cannot be awarded any marks". Since the statement "we got married the following month" is not the same as "we got married a month later" it would seem that the examiner is wrong and the "many candidates" were right. The examiner goes on with some insistence to emphasise that candidates must answer the questions set and not another of their own making which is usually easier. It is interesting to see that he can himself fall into the same trap. One has the impression that examiners are badly in need of a bloody-minded uncooperative colleague who will actually do their test but at the same time attempt to distort their intentions while keeping strictly to the rules. There does seem to be a wide variation in the production required in various questions. Some require a very short, simple answer, others a very long complicated one. It would be helpful if mark weightings for each question could be given.

If one is not to face the candidate with production problems by asking him to answer in the foreign language, there are, apart from some sort of precis or reproduction exercise, three choices: asking questions in English to be answered in English; offering multiple choice questions in the foreign language; or asking questions in the foreign language to be answered in English. Only the first two are used. No one seems to consider that answering foreign language questions in English is appropriate and yet it has much to recommend it, since it reflects the way in which people of different nationalities often communicate. In any case a basic problem is posed which is well illustrated by two of the board's papers. As was said above, generally speaking comprehension at this level tends to be about factual content. Hence the various devices employed to prevent candidates lifting sentences straight from the passage. Being able to answer such questions often depends, however, on knowing particular pieces of vocabulary, sometimes single words, which themselves are not necessarily important for an understanding of the passage as a whole. JMB Syllabus A reading comprehension gives English questions to be answered in English. It sticks very closely to the facts and illustrates the difficulties of so doing. The answer to question (b), for example, depends uniquely on knowing the word **cuir** which must be outside the knowledge of many candidates. Most depend on a straightforward translation from the text - e.g. Question (m) **What did the weather report say?** The answers required are very variable in length, some needing only one simple fact (even one word), others three more complex ones. It would therefore be helpful to give a mark weighting for each question as O & C do. One extraordinary demand is that "answers should be in the form of complete sentences". The obvious and accurate answer to Question (d), **What was Neugener's profession?** is **engineer.** Do the JMB really insist that a candidate writes: **He was an engineer?** If so, why? One can at least understand, given long standing language teaching tradition, why candidates are required to put complete sentences in French, however artificial that might be. There seems to be no reason at all for requiring complete sentences in English. Altogether the passage contains about 235 words. Thirteen questions are asked about it requiring twenty-seven separate facts. This sort of exercise does nothing to develop or test the skill of rapid fluent reading.

In the University of London Reading Comprehension paper the candidate is "expected to understand some of the wider implications of the text or pictures, for example character, motive and atmosphere". Unfortunately such questions are more difficult to set, particularly in the multiple choice format chosen by London. On this occasion the candidate would be justifiably confused about which answer to select in the case of seven of the questions. A further seven are questions of fact, though virtually none is of the straightforward type used by JMB. Twenty multiple—choice questions in French are given on a text of about 320 words.

It is difficult to compare the two tasks outlined above. The London test is certainly more intellectually searching, but it would be possible to be ignorant of several bits of vocabulary and be none the worse for it. The JMB test is good for the candidate who knows the meanings of the words and (s)he does not need to go further. Indeed, (s)he needs to translate about 105 of the 235 words in order to answer the questions. London give 30 minutes for 20 questions and award the test 15% of the total marks. JMB give 25 minutes for 17 questions (several with multiple answers) and award the test 14% of the total marks. Once again we have different sorts of text, probably testing different skills, carrying different mark weightings, but both appearing under the general title of Reading Comprehension.

O level prose composition

Prose translation, which used to be the mainstay of most language examinations, would appear now to play a much smaller role. Two English boards, and Scottish and Northern Ireland do not set it at all, and in all others, except one, it is optional: WJEC is the only board still to set a compulsory prose translation at O level. This, however, presents a misleading picture. It is still true that the majority of teachers choose to enter their pupils for prose translation and it remains undoubtedly the most demanding task facing the majority of candidates. On the whole, the texts remain the pieces of deathless prose they always were: events of mind-deadening triteness heavily contrived to include the grammatical points the examiners wish to test. It is, of course, a difficult task to produce acceptable pieces with the restrictions on vocabulary and structure that must be made. It would take more literary flair than we can reasonably expect from examiners to make something of such material. It is not easy, however, to see the educational value of transferring stylistically poor English into imperfect French/German/Italian etc.

Such passages cannot easily be compared for difficulty. Most appear very similar, taking the form of a narrative, usually including a little dialogue. This means a firm grasp of the appropriate past tenses is required, and most boards manage to fit in a few pluperfects and futures as well. The conditional is rare but not unknown. The WJEC's obligatory piece for translation into French (1978) seems relatively easier since it contains fewer tenses and very simple sentence structures. O & C's pieces for French and Italian (1978) provide an interesting contrast. The piece for translation into French is a letter from an English boy to his French penfriend about his approaching visit. It is a highly likely letter and thus provides one of the few convincing examples of how functional a translation might be. It is of less than average length, has a good range of tenses but no over-contrived complications, and has a reasonably generous time limit. The piece for translation into Italian from the same board is by far the most difficult piece of those under review. It is an abridged and adapted passage from Somerset Maugham's **Ashenden**, and is relatively complicated in structure; it is half as long again as most pieces, but it has a relatively generous time allowance.

There is in fact a good a deal more variation between examinations in the time allowed than in the relative difficulty of the task. This must have an effect upon performance. How can one compare a fairly straightforward piece of 150 words to be translated in 30 minutes (JMB French, 1978) with a complicated passage of 252 words to be translated in 66 minutes (O & C Italian, 1978)? On a crude measure of words per minute, the JMB is in fact the less generous, but that measure does not take into account the intrinsic difficulty of the material. On the other hand, WJEC's shorter, simpler passages have the most generous time allowance of all - 125 words in 53 minutes. There are some curious differences within boards. Whereas the JMB French is given 30 minutes, the piece for translation into Italian, which is identical in length and almost the same in character, is given 40 minutes, an increase of 33%. It is difficult to see why.

O level unseen translation: German to English

Now that reading comprehension has been generally accepted as an assessable and acceptable skill to test at O level and CSE, it seems inexplicable that O level (but not CSE) should retain translation into English in all but two (alternative) syllabuses (JMB (B) and Scottish Alternative). What is this test's declared aim, if it is not merely duplicating the testing of knowledge and understanding already tested? Its equivalence to other tests is tacitly admitted in some syllabuses where one passage for translation forms an alternative to reading comprehension (O & C, WJEC 16+). In four other syllabuses it is set on the same paper as reading comprehension (London, Oxford 021, Scottish Traditional, Northern Ireland). Only London declare the aims they see the test fulfilling: "to test the candidate's understanding of the written language ..... to discover whether the candidates have a precise understanding of each of the units of meaning in the paper .... and can render the text accurately into acceptable English." The only element not existing in common with comprehension testing is therefore to see how well the candidates can express themselves in English: indeed they are warned in some cases on the paper itself (AEB, JMB (A)) that mistakes of grammar, punctuation and spelling will be penalised. Surely the examination is presumed to be testing the candidate's knowledge of the foreign language, not his/her competence in English.

To examiners faced with the marking of the resulting rendering in English, it quickly becomes evident that most candidates at this level are not capable of "translating" in any real sense of the word. They are occupied only in an exercise which requires them to replace those "units of meaning" they understand in the foreign language with a more or less adequate English version. Indeed the London definition of aims encourages this. Precise translation as a written exercise is a demanding skill which it is unrealistic to expect at this stage. At best it can lead to a little light relief for the examiner - but it is the setter who is largely responsible for this situation, as will be seen below.

Notwithstanding these basic objections, this test would be far more palatable if the passages set were taken from authentic or simulated material which might normally require translation in real life: a letter; instructions on how to assemble and use a simple utensil; a recipe; information about where to stay or places to visit. But in all the seventeen passages set we find narrative prose, varying only in degrees of remoteness from the candidates' sense of the world, either in Britain or in the foreign country. Even where attempts are made to use topics involving teenagers, the effect is all too often artificial. One wonders how often teachers/examiners discuss the content of such passages with their pupils and sample their reactions.

In all syllabuses but one (Scottish Traditional) a title is given in English. This may be long and appear relatively helpful: e.g. "Good work in English earns a visit to the circus" (O & C), or short and giving very little away: e.g. "Modern Art" (AEB A) or "The Race" (Northern Ireland). Several syllabuses seem determined to confuse the candidate maximally by using mysterious, unresolved incidents. Though the Cambridge passage "A baby sitter's reading is disturbed" appears to have some "relevance" to teenage life, this baby sitter is of indeterminate age and sex, smokes, and has to cope with an old man imprisoned in the house. Similarly, in WJEC's passage, the story is inconclusive and psychologically off-putting. Both passages from Northern Ireland hold the meaning in suspense until the ending which has to be understood for full comprehension of the rest of the content. Oxford's first passage is purely descriptive. Seven out of the seventeen passages examined can be criticised for making translation difficult by the added distraction of mystery, suspense or pointlessness. The Gold Medal for this is taken by the Scottish Traditional passage: in this Pinteresque example of husband/wife exchange, the only conclusion one can reach is that the wife should see a psychiatrist immediately: but why should the poor candidates be obliged to suffer with her illogicalities?

The remaining passages set vary from the Dickensian to the pseudomodern. The O & C passage "A first violin lesson with a kindly teacher" embodies the worst characteristics of the former. It is scarcely credible that such material could even be considered by a moderator, let alone accepted. The passage has no links with a modern music lesson in either England or Germany, nor can it even be justified as a example of good (literary?) writing. The human relationships between teacher and taught are well illustrated by the following extract: **"Also, du bist der arme Kerl, der Geige lernen muss... Also, freiwillig bist du gekommen? Hast du gar keine Angst vor mir? .... Wenn du so gut spielen lernst, wie der Mann Geigen gebaut hat, dann wird etwas aus dir".... Da ich es nicht recht fertigbrachte, tröstete er mich und sprach: "Das lernst du schon. Ich habe es in deinem Alter auch nicht besser gekonnt.".... Ich sollte mir ja keine Sorgen machen, ich würde sicher etwas bei ihm lernen."**

The atmosphere in the SUJB passages is more agreeable but equally remote from any reality. The passage "When my mother was very young", reminisces about the good/bad old days of farm houses, orchards, stables, hard work, a dozen children, and the extreme difficulties of obtaining even an elementary education. It is repeatedly emphasised how unsatisfactory the education was - though mother, remembering her childhood, does concede that teacher did still know more than she. SUJB 's second passage "The master shot" is equally remote: the scenario involves hunting, an artist, a country setting and the mystery of the artist's apparent shooting skill. All is revealed with the illuminating denouement that the artist had drawn the target, a picture of a deer, on a barn door, after shooting at the barn door first and using the bullet hole as the deer's eye. The word **Scheune** appears in both passages: an unexplicable preoccupation on the setter's part. The fact that the second passage is shorter and contains more dialogue than the first hardly represents sufficient contrast in register, style or theme. Neither passage has any link with the candidates' interests or experience, or with German-speaking countries as they are today.

Most of the remaining passages clearly show life through the adult's rather than the teenager's eyes. AEB I's first passage "Modern Art" involves an improbable argument between husband and wife about a picture given her by her boss, whom the husband detests. The content of the picture is dubious, not least to the husband: **"Soll es ein Sonnenuntergang sein, oder eine Tomate auf Spinat?"** The husband is told that it depicts **"Nymphe im Bad";** he is unimpressed by both the explanation and by the artist's talent and comments: **"weniger Talent und mehr Nymphe wäre mir lieber"** - a remark in dubious taste, even for an A Certificate.

The JMB (A)'s second passage: "Preparations for lunch" gives a superb caricature of family life: Young Franz has to forego TV to fetch cream whilst 18-year old Anneliese has to abandon washing her hair to set the table. Even the poor husband is forced reluctantly to lay down his newspaper to fetch wine and potatoes. The first passage set by Northern Ireland - "The Happy Man", a discussion between a contented fisherman and an entrepreneurial tourist - embodies a philosophical argument which would scarcely be appreciated by a 16-year old. A small concession is granted: the translation of **Hummer** - a lobster, is given.

Even where passages involve young people, the atmosphere can be unacceptably romantic, for example in JMB (A)'s "The real start to the holidays". In such passages as the AEB I's "Hitch-hiking", Northern Ireland's "The Race", O & C's "Good work in English ..." and WJEC's 16+ "Bernard visits his cousin", attempts are made to capture the tone of teenage attitudes and relationships. Harmless the latter examples may be, but their relative dullness, triteness and lack of reality hardly justify translation. Slightly more interesting is London's "A child is kidnapped", and despite the air of mystery, WJEC's "The whole truth, please" - but how much more convincing would be adaptations of real events. The contrived nature of the passages immediately deadens the reader's interest in the contents, given the contrast with everyday events, seen regularly on TV, heard on radio or read in the press.

To evaluate the linguistic difficulty of a passage is not made any easier by the reluctance of the boards to give any information about the range of vocabulary and structures considered "fair game" for translation purposes. However, as is evident from the earlier discussion of content, even such a defined syllabus would only partly help to regulate the variation in the levels of difficulty found in the seventeen passages. The difficulty of any particular word or structure is much more a function of the context in which it occurs than simply a matter of whether it is regarded as "difficult" or "technical" or "reasonable" to the teacher, or whether it occupies a high place in frequency counts. Two particular techniques are guaranteed to make a passage more difficult: long opening sentences, such as in Oxford's first passage - a sentence running to a monstrous 52 words, the longest overall in the examined passages. Secondly, difficult opening sentences, e.g.:
Durch das Fenster sah ich zwei Autoscheinwerfer aufflammen (Cambridge)
Hildegard sass unruhig auf der Kante (WJEC)
In einem kleinen Hafen lag ein ärmlich gekleideter Mann (Northern Ireland)
Der Sonnenschein filterte durch die Vorhänge (JMB A)

As will be seen from the accompanying table, there are many variables between the syllabuses even within the exercise of unseen translation. The time allowed per passage varies from 30 minutes (SUJB) to 52½ minutes (O & C approx.) - with 6 examinations requiring or offering 2 passages for translation. The number of words varies from 134 (Oxford 021,) to 267 (O & C). One measure of difficulty can be arrived at by calculating the raw number of words to be translated per minute. (Where the time allowance for the translation is not specifically given, it has been assumed to be related directly to the proportion of marks allocated for the test.) This procedure reveals that the candidate has most time in the case of Oxford 021, where only 3.6 words per minute must be attempted, whereas WJEC requires 5.5 and the SUJB passage 6.6.

A further measure of difficulty can be taken by checking the number of sentences in each passage: this ranges from 11 (Oxford 021, both passages) to 25 sentences (AEB I). On the surface, then, Oxford's candidates have less pressure and work. The two passages from the SUJB have only 12 and 13 sentences respectively, though the candidate must process the material at a speed of 6.6 and 5.0 words per minute respectively. Clearly a finer criterion of difficulty is required, and techniques designed to measure readability can be of help here. When individual sentences in each passages are examined, we find that the maximum number of words per sentence varies from a lower limit of 18 (Cambridge), followed by a further seven passages with a maximum of 19, 20 or 21. Another 7 passages have maxima from 25 to 31, whilst O & C have 35 and Oxford 021, 52! If the average number of words per sentence is calculated for each passage, then wide divergencies appear. JMB (A),and Northern Ireland, have short sentences averaging 8.8; 3 boards average below 10; 4 boards below 11; 2 below 12. The remaining boards have much higher words per sentence averages: Oxford 021 and London over 14; O & C 15.7 and SUJB 16.6 - almost double the average of the first two boards mentioned.

Similarly it can be easily seen that the number of longer sentences is also significant. If the number of sentences with 10 or more words is expressed as a percentage of the number of sentences in the passage, then there is a vast range: the lowest is 29.2% (Scottish Traditional), whilst 5 passages range between 35% and 45% and 4 passages between 45% and 55%. There is then a steep rise to almost 65% (WJEC 16+), and a further 4 passages have averages between 70% and 80%. SUJB has a passage with 83.3% of sentences of more than 10 words and O & C 87.5%. If we go further and look at sentences with over 20 words each and calculate the equivalent percentage, then we find the pattern equally varied. Cambridge and JMB (A), have no such sentences; 9 passages have between 4.7% and 9.5%; 2 between 10% and 20%; 2 between 20% and 25%, whilst SUJB has a passage with 33.3% and Oxford 021, 45.5%. Clearly there must be an increase of difficulty between a passage which has only 29.2% of sentences with more than 10 words per sentence (and no sentences with over 20 words) as against other passages having averages of 87.5% and 45.5% respectively.

The structure of the sentences themselves is also interesting. Some boards set relatively simple sentences, with few subordinate clauses. Others seem reluctant to set a simple sentence. If an analysis is made of the percentage of compound sentences in each passage (a compound sentence being defined here as one with two finite verbs), again a wide variation emerges from 47% in the two WJEC passages; a further 4 passages with up to 55%; 6 passages from 60% to 70%; 3 from 70% to 80%, with O & C at 81.2%. Compound sentences may be relatively uncomplicated, linked by a straightforward conjunction or introducing direct speech. Others are more complex, particularly in German, and for these purposes a complex sentence was defined as one where the conjunction, relative pronoun, etc., led to inverted word order. By this measure Northern Ireland was least complex, with only 10.54% of sentences in this category. There was then a steady rise from 18% (Oxford 021) to 42.9% (London), covering a further 12 passages, whilst SUJB had 50% and O & C 75%.

Though it would be simplistic to read too much into such figures, GCE 'O' LEVEL 1978. PASSAGES FOR TRANSLATION GERMAN TO ENGLISH

EXAMINING BOARD	AEB		C	JMB		L	OXF		O & C		SUJB		W	W (CS)	Sc T	N.I.	
Time allowed (mins)	90		c45	75		c40	c75		105		60		c35	c45	c45	75	
Total no words	224	235	189	190	194	200	157	134	267	251	199	151	191	186	227	196	175
Total no sentences	25	21	19	18	22	14	11	11	21	16	12	13	19	17	24	19	20
1-9 w.p.sentence	14	10	4	8	14	3	6	3	6	2	2	7	11	6	17	9	13
10-19 w.p.sentence	9	9	15	9	8	8	3	3	14	10	6	5	7	9	5	9	6
20+ w.p.sentence	2	2	0	1	0	3	2	5	1	4	4	1	1	2	2	1	1
Average w.p.sent.	9.8	11.2	9.9	10.6	8.8	14.3	14.2	12.2	12.7	15.7	16.6	11.6	10.1	10.9	9.5	10.3	8.8
Range w.p.sent.	1-26	1-21	4-18	1-26	1-19	6-29	4-52	1-31	5-21	7-35	7-30	3-20	1-26	3-20	4-25	2-20	3-21
% Compound sents.	15	11	15	11	11	10	7	7	14	13	9	8	9	8	15	10	11
% Complex sents.	10	5	5	5	7	6	2	3	8	12	6	3	6	6	8	2	4
Weighting %	15	15	15	40		21	c15	c15	19	19	22½		14	16	16	25	

it is highly probable that the differences in sentence length and complexity have a direct bearing on the difficulty of the passage seen from the candidate's viewpoint. Much more is required from the candidate than simply the translation of "units of meaning": the coherence and cohesion of the passage may be of such a level of difficulty that a candidate who could translate adequately at the word level is simply defeated by the company a familiar work keeps in a particular passage. While it would clearly be misguided to assess the suitability of passages purely on the basis of sentence length and complexity, it would not seem unrealistic to suggest that a combination of criteria such as these, together with careful definition of lexis and structure could be established, and would thus serve as a basis for year-by-year comparison of papers set.

It would be reassuring, in the present situation, if difficult passages were rewarded by higher percentages of marks, but this does not appear to be the case. The JMB A syllabus, whose passages are easy-to-average, offers a tariff of 40% of total marks, whilst O & C , whose passages fall at the difficult end of the spectrum, offer 38%. Similar comparisons, at only about half the mark weighting, can be made between the Northern Ireland and SUJB passages.

Listening and reading comprehension tested by multiple choice
(based on German material)

The only full material available for study was from the consortium of Cambridge, JMB (B) and Oxford 0121. The AEB offers specimen material only. In Listening Comprehension several different types of item are in use. Identification of people (Who is speaking?), places and activities is required, though all of these would be self-evident in a real-life situation. Appropriate rejoinders are required to statements, usually in a given context, but many of the examples given can be criticised: some do not offer in the four possible alternatives the natural rejoinder to the statement, whilst others are not carefully enough scrutinised to exclude answers which might be given by a more divergent speaker, given appropriate circumstances.

Despite the JMB's statement that the subject matter will be topical and conversational, rather than literary (a statement not made by the other boards sharing the paper), the story - **Der schweigsame Bauer** - hardly seems to meet this intention. The AEB's listening passage is implausible and rather condescending, as is the Reading Comprehension passage offered by the other boards. It is sad to see that one longer passage has now replaced several shorter ones, thus losing one of the great advantages of multiple choice testing - the sampling of several different styles and registers. This is hardly compensated for by the Consortium's other Reading

Comprehension items, which are mainly a vocabulary test in disguise: vocabulary-in-context items and substitution exercises, both of which are mechanical uses of the technique which hardly involve realistic language performance.

The AEB are more imaginative, with their use of a menu and a house plan, but the language is not strikingly authentic.

'O' level written composition

The "Free Composition", as it is usually called, has, in most boards, scarcely changed in the almost thirty years since GCE started: candidates are required to write about 130-150 words telling the story shown in a picture series (usually six). These picture stories also remain fairly predictable - domestic incidents like rain at a picnic or unlikely occurrences often involving some sort of hidden treasure. At O level, the pictures are usually well drawn and vary from the frankly caricatural (O & C) to the photographically realistic (Cambridge). The best drawings of all, being contemporary in style, clear but not photographic, are undoubtedly those of the Yorkshire Region CSE Board. Some from other CSE boards are frankly poor.

Among O level boards, only SUJB do not offer pictures as a stimulus. They do give, however, four options. Of the other boards, JMB, Cambridge, and O & C give pictures and no options. The others also give outline stories, suggestions for a letter and sometimes both.

The necessity of finding an alternative to prose translation offered the opportunity of providing more imaginative forms of composition. Only London have really seized it. They ask for a letter in reply to an advertisement offering scholarships for travel abroad; the recital by a husband of his shopping expedition, based on his shopping list; and a description of a visit by a potential buyer to a flat, based once again on an advertisement. All of these are refreshing changes. The other boards tend to ask for very much the same as their normal free composition (usually without the pictures).

The demands on the candidate vary. AEB require 200 words (100 each on two assignments) and the WJEC want 180-200 words. Most of the others are satisfied with about 150 (minimum for O & C, maximum for JMB, Cambridge) while London is happy with 130 maximum.

Usually there is a stipulation that compositions should be in the past. JMB actually forbid the use of the Past Historic. London usually require past tenses in their prose alternative but occasionally (June 78) neither state the requirement nor set a question that really obliges the candidate to use them. This seems unaccountable. Similarly, one of the options in SUJB ("Les avantages et les inconvenients du camping en Angleterre") could easily be treated entirely in the present.

Time allowance provides probably the biggest variation in the demand made on the candidate. London, although asking for only a minimum 120 words, allow only 30 mins for their production. Cambridge ask for a mimumum 130 words, allowing 67 minutes for their writing. Between these extremes the work load on the candidate can be quite different. The SUJB candidate on one side of the Severn having to produce 150 words in an hour is definitely better off than the Welsh candidate on the other side who has to produce 180 words in the same.

There remain of course variations in mark weightings and, even more those that arise from methods of marking about which we know almost nothing at all. It is, of course, difficult to know what the examination is encouraging people to do. Except those people whose jobs require it (policemen or insurance inspectors reporting on accidents, newpaper reporters) very few of us actually write narratives at this length. Even when writing a letter, few of us would spend 150 words retelling an incident in this way. Children writing to a foreign penfriend would undoubtedly do so in English. There is certainly a case for encouraging extended writing in the foreign tongue (as there is in the native one), not least because many pupils enjoy it. But, this being so, there is a desperate need for more imaginative and exciting things to do. Why not, as in English teaching, encourage the writing of fantasy (as opposed to the naturalistic ineptitudes of the hidden treasure picture stories), of real reportage on issues of the day (e.g. at the very simplest, a report for the local French paper of your school's visit to France), a discussion of contemporary social or political events (describe what happened in your town during the recent election). Not all these would be possible for all candidates but a good selection would satisfy most. Have the examiners really considered what a bright adolescent of 16+ thinks of them when they require him/her to write on the banalities customary in free composition subjects?

O level orals (based on German examinations)

Despite the frequent declarations (see tables) about the primacy of the spoken language, the testing of learners' performance remains generally an embarrassing bête-noire to boards, examiners, teachers, and learners alike. The tests reveal uncertainty as to the aims of oral testing, contradictions in approach, and lack of firm criteria for assessment. The rewards for oral performance fail in most cases to match the claimed importance of this skill area. Three of the syllabuses examined offer 15% or less of the total marks; seven offer 15-20%; three offer 25% and the remaining two 35% (JMB Syllabus B) and 47% (Scottish Alternative) respectively.

Allowing for some overlapping, the test-types set can be sub-divided into five broad groupings:

i reading aloud, usually presented as a check specifically on pronunciation, intonation and in many cases, expression.

ii set questions, often presented to the candidates well in advance of the examination, to which precise answers are expected, as a check of grammatical and manipulative accuracy.

iii conversation, intended to simulate real communication, in some cases stimulated by topics, pictures, or prepared questions.

iv narrative accounts, frequently based on a series of pictures, to test the range and accuracy of the candidate's command of structure and lexis.

v role-playing, intended to simulate real-life situations, promoting the asking of questions rather than simply the capacity to reply to questions.

It is somewhat disturbing that eight O level syllabuses still retain that least practical and communicative of examination set pieces - reading aloud - awarding it generally around 5% of the total marks. At the same time, it is clear that other boards have doubts about the validity of reading aloud as a test of modern language proficiency: the 16+ consortium and TWYLREB among the CSE boards, for example, condemn the task as lacking in validity, though the latter allows one at the teacher's discretion. Nevertheless, a substantial majority of O level boards, and all the CSE boards except East Anglia (N&S), SREB, and South West, include it. It seems strange that the examining boards should attach importance to a skill which few of us are ever required to perform in real-life. Moreover, it is generally accepted that it is extremely difficult, while reading aloud, to produce correct pronunciation and especially intonation, and at the same time to suggest at least some comprehension, even in one's mother-tongue. Even where reading aloud is successfully achieved, it is identifiably different from natural speech. Yet many boards make statements indicating that they expect candidates to read with understanding, fluency, correct pronunciation and appropriate intonation. JMB offer some interesting supporting information on the reading passage, which they say "should be straightforward, easily comprehensible, without words of excessive difficulty in pronunciation". It then goes to make a somewhat strange statement: "inclusion of direct speech will more effectively test intonation, but pure dialogue form is of course unacceptable". One can only wonder why. Perhaps it is because the candidate could not reasonably be expected to read two parts. On the other hand, the examination might be more interesting if a dialogue between the examiner and the candidate was read aloud. All too often, unfortunately, the passages which candidates are required to read are of material which was never intended for reading aloud, but for silent reading.

Most boards seem to suggest that they are using a global impression mark for assessing the reading aloud, but Oxford specify a negative marking scheme in which (out of a total of 15) one mark is deducted for any error which makes the word incomprehensible, and half a mark for other errors. Whatever the candidate's negative score, up to two positive marks may be added if he shows qualities of intonation, expression and fluency which warrant some recognition. This raises the interesting question of criteria for assessing reading aloud in terms particularly of expression and apparent comprehension. The Northern Ireland board, for example, say that the candidate cannot be awarded a high mark on technical merit, if he has not shown comprehension as expressed through intelligent phrasing, intonation etc. They suggest that maximum marks must be given to a candidate who does "as well as can be reasonably expected of a good candidate at this stage". A useful piece of information comes from O & C, who recognise that variant pronunciation exists in German and is to be accepted within specified limits. The Board goes on to detail certain pronunciation errors commonly found.

The Scottish (traditional) oral follows the reading aloud with five set questions on the text, which the candidate has to answer without further reference to the text. The syllabus states that the purpose of these questions would be "the testing of candidates' ability to manipulate the structures, vocabulary, tenses and idioms that occur in the text". Elsewhere the board points out that as well as grammatical accuracy, major emphasis is also placed on relevance and comprehensibility. However, the marking arrangements (marks are deducted for major and minor errors) suggest that it is the manipulative and grammatical features which are paramount. The format of the test reminds us that the activity has little to do with real conversation: the five set questions may be repeated once, but not rephrased.

The use of set questions as a device for testing oral performance is a feature which is present to variable degrees in the examinations. In only one case (JMB Syllalbus B) do they constitute a test in their own right. A comparison of all the syllabuses reveals a wide range of approach, often with internal contradictions. At one end of the scale, three boards do not have set questions at all (Oxford 021, O & C, SUJB); whilst the Scottish (traditional) syllabus has set questions on the reading passage, as outlined above. AEB (both syllabuses) provide their examiners with set questions both relating to the candidate's general experience and to the test based on a single picture. The board states that the general questions need not necessarily be answered in full sentences, and thus appear to be encouraging the candidate to use natural responses in which communicative effectiveness is more important than manipulative skills. However the marking instructions indicate that "lexical items do not receive much credit". It is ironical that in natural conversation responses are very frequently restricted to the lexical and the monosyllabic. The AEB's full notes indicate, however, that what is really being sought is accuracy, and that credit is awarded if the candidate employs "more complex structures than were necessarily demanded by the original question stimulus". There seems to be a basic contradiction here. No such contradiction is evident in the case of the questions on the single picture, since these are evaluated solely for grammatical accuracy and breadth.

Oxford (0121) sets questions on 2 out of 4 pictures. The questions may be repeated once but not rephrased, and must be answered without time for studying (presumably the picture). Whilst the aim appears to be a monitoring of speed of response, fluency, and grammatical accuracy ("the teacher may safely disregard pronunciation"), one feels that artificial constraints placed upon the candidate, together with a warning against one or two word answers, must conspire to make this an awesome test to undergo.

Similarily, London ask set questions on a single picture, and make it clear that these are graded in difficulty and are intended to elicit specific structures in response. The easier question may require a simple prepositional dative: **Wo ist die Frau?** and the ensuing questions demand more complex structures: **Was hat der Mann in dem Geschäft gemacht?**

The Northern Ireland and WJEC examinations have in common a list of questions given to the teachers/candidates well before the examination (the WJEC list is freely available and gives ten questions on each of ten topics; Northern Ireland provides a list four months in advance of the examination, but with no number of questions stated). The aim of the WJEC questions is clearly to provide examples of conversation starters (rather than conversation stoppers) - an intention in fact occasionally misinterpreted by teachers - but in the case of Northern Ireland, it appears that the questions are designed as set questions rather than introductory ones. The board states that, in exchange for the previewing of the questions, teachers/examiners are entitled to expect flawless answers and that there should be an automatic release of the required reply. One cannot but feel that this is a somewhat idealistic expectation, and one is forced to reflect whether it is appropriate for oral examiners to seek, in the same text, grammatical accuracy, fluency and speed, appropriateness of response, but at the same time avoiding monosyllabic answers, even if those answers are correct.

The Scottish (Alternative) examination sets and records ten questions on one of a list of prescribed topics, and the answers are recorded. The questions are generally straightforward, but require much imagination of the candidate, who must be able to place him/herself in a fictitious situation. Answering against the clock, as is required here, must be regarded as one of the more demanding of all the various question and answer tests. Marks are awarded for both comprehension and production, though the latter carries more weight. The detailed negative marking scheme shows that grammatical accuracy rather than communication is the main criterion by which performance will be judged.

The most comprehensive attempt to prescribe the form of such a question and answer test is in the JMB Syllabus B, where precise answers are required from the candidate to questions taken from a list of a hundred prepared by the candidate in advance. As with so many tests of this type, the instructions point out that questions cannot be rephrased, although one repetition per candidate is allowed. The notes on scoring for this test reveal the many uncertainties which can arise: for example, the precise number of pieces of information required in response to an answer can give rise to confusion. The boards state that questions need not be answered in the form of full sentences, but should be reasonably full in terms of the question. The examiner chooses ten questions from group A and a further ten from group B, and teachers are advised that in group B, answers should avoid both excessive complexity and extreme simplicity. This form of constraint, which is clearly well-intentioned, nonetheless must leave the teacher and the candidate uncertain as to what is expected of them. If one adds to this the fact that many of the questions are of dubious value as preparation for real communication, one cannot help feeling that the learning burden placed on the candidate is disproportionate to the 10% of marks awarded for this test.

A number of boards use the title "conversation" to describe at least one of their oral tests. The activities so described can, in practice, however, vary from highly structured question/answer sequence, similar to those described in the above paragraphs, to the totally unstructured encounter in which the candidate has little, if any, advance idea of the content of the exchange. JMB (A) gently suggest that examiners "may" ask direct questions leading from the reading passage, and recommend definition-type questions. Interestingly, whilst JMB (A) forbid extraneous visual aids, Oxford (021) suggest that pictures may be needed as an introduction to conversation.

Whether or not a stimulus is used, the hope most generally expressed by examining boards is that the test should take the form of a normal, natural conversation. Alas, this worthy objective is unlikely to be fulfilled in many instances, in that both candidate and examiner are aware of the unnaturalness and abnormality of a situation in which the candidates' responses are all too often being judged in terms of their grammatical correctness, rather than for example, their comprehensibility (although it is worthy of note that some boards, for example Oxford (021), use a positive marking scheme and state that complete comprehension deserves considerable merit).

The use of some form of pre-selected topic as a basis for conversation is widespread at O level, being employed by five boards (Cambridge, JMB (B), London, O & C, and Scottish (traditional)). A wide range of choices of topic seems to be on offer, and indeed some boards offer a free choice of topic. Clearly the potential problems with this type of test lie at the point of assessment of what may in the event be a largely unpredictable exchange. O & C do not allow pre-learnt material, and give a very realistic and positive set of guidelines for assessment, but it is clear from the fuller statements by Cambridge and JMB (B) that experience has shown that this type of test presents many difficulties, and is open to abuse. On the one hand, it is clear that boards are hoping that the conversation in this test will be in the form of a spontaneous, unrehearsed, and natural discussion: and yet the very thoroughness with which teachers and their pupils may prepare for this part of the examination, may lead to the presentation during the conversation of memorised lecturettes, which in the most extreme cases could be virtually identical for all the candidates in a local group. This seems to be another example of the situation which develops where a laudable attempt to liberalise the form of an examination test is compromised by the predictable determination of teachers and candidates to impress the examiner and to score a high mark. This conflict is well illustrated in the carefully devised guidance given by Cambridge, who point out that candidates who follow up an elegant polished speech with short ungrammatical replies, will be marked on their performance as a whole, and the preliminary speech may be largely disregarded.

A further alternative is the use (by three boards, WJEC, AEB, and Scottish (Alternative)) of continuous narrative based on pictures. WJEC give no further guidance, and the content and quality of the pictures (as in a number of other cases) could often be better. AEB are clear in their requirements: 3rd person, past tense, coherence, with credit for complex structures. The recorded version set in the Scottish (alternative) paper, for which 27% of the marks are available, gives very humane guidance with relatively positive assessment, based on the supremacy of comprehensibility. This latter test has clearly been thought out in much greater detail than in some other cases.

Perhaps the most life-like and realistic of oral tests in use in the present array of O level tests is role-playing, a test which offers very considerable scope for development beyond the patterns at present in use. In the 1979 examinations it was offered by only two boards (AEB, Northern Ireland), and was accorded only a low percentage of the total marks (5% in the case of AEB). It is interesting to note that AEB emphasise that each situation set in the role-playing test has a "strictly practical application". Would it be improper to infer from this that the remaining tests are acknowledged as having a somewhat less strictly practical application? Similarily, both AEB and Northern Ireland mention that the candidate should be encouraged to use his/her initiative: again one hopes that all tests will be devised with this sort of motivation in mind. The contrast between the potential for authenticity of role-playing tests and the highly artificial nature of many other tests is highlighted in the Northern Ireland Board's notes on role-playing: "the examiner becomes an ordinary human being once again; he is involved often as the servant of the candidate, and may or may not be able to meet all the requests that are made of him".

The modes of examining adopted by the boards present a bewildering variety. At the simplest level of variable, Cambridge, London and O & C allow schools to choose between an external examiner and a teacher to conduct the test. In other cases (JMB (A) and AEB), an external examiner is obligatory for all candidates, but WJEC ask an external examiner, to interview a sample of candidates and then compare the teachers' estimates. Other boards require the teacher to conduct the examination (JMB (B) and Oxford). Scottish (Alternative) and JMB (B) require all candidates to be recorded; whilst Oxford, O & C, and Scottish (Traditional) require merely a sample to be recorded. Some boards require all tapes to be sent in for marking, while others ask only for a sample for moderation. It is rare to find two boards which employ the same system. Perhaps by now sufficient experience has been gained for a useful sharing of this experience to take place with a view to greater standardisation of practice.

O level: the view of life conveyed by the papers

As we have been made increasingly aware, over the past few years particularly, there is more to learning language than learning language alone. We also learn about the culture of the country concerned, something about our own in contrast or in similarity, and about the more general aspects of comtemporary European civilisation. These may sound like pious abstractions but as people like Eric Hawkins have pointed out, they are the way to a liberation of the spirit and, therefore, arguably the principal justification for teaching languages to the majority at all.

In that case the examiners have a particular duty to project as faithful an image of contemporary society as possible and at the same time present images with which candidates can usefully identify. One must admit that they are frequently not very good at this.

The view of life suggested in general and in the particular countries concerned is often very peculiar or badly out of date. Any examiner or teacher reading the WJEC 1978 comprehension passage knows it is from the famous Maupassant story about the last French class before compulsory German took over in the 1870 occupation of Alsace. But any young candidate must assume this is a modern French classroom since he is given no indication that it is not. SUJB have a long piece to be read out for written reproduction about a train stopping at a frontier, customs officers getting on to search, passengers getting out articles to declare and arranging them on the seats, customs officers marking suitcases with chalk, other passengers getting out and going to the customs offices. And where does this take place? At some gap in the Iron Curtain? No: on the French-Belgian border! According to JMB, if you dig up an antique vase in your garden in France all you need to do is phone up the local museum and they will come in a van and collect it at your garden gate and pay you cash for it on the spot. Do they really do that? There is certainly a case for using fantasy in modern language teaching, but it should not masquerade as fact.

But the main distortion of life remains, as it so often does in language textbooks, the stereotyping of male and female roles and the distinctly lower status given to women. Out of the mixed bag of translations (both ways), passages for comprehension, dictation and reproduction and the various outlines or letters to stimulate composition (excluding for the moment the picture compositions), eleven have a completely male cast, whereas only two have a completely female one, and even in one of these the main character spends a good deal of her time dreaming about a handsome army captain instead of getting on with the job in hand, which is to collect a registered letter at the Post Office. SUJB manage to produce a whole French examination which totally excludes females. There are boys, men, fathers, grandfathers, family friends, passengers in trains, and every single one is male. In the course of the various papers from all the boards, men and/or boys appear as doctor, teacher, head teacher, policeman, postman, soldier, concierge, aeroplane pilot, jeweller, thief, train driver, explorer; they climb mountains, attempt to break records, catch thieves, fish, row boats, almost get drowned or save others from drowning, visit Paris with their fathers, run away from home or get kidnapped. Women and/or girls ask their husbands for money, make sure the man has a good job before accepting to marry him, prepare food, lay tables, walk very quietly about because Father is working, play the piano, and receive orders from men for food and services.

In the picture compositions, things appear more subtly, as images can convey more than words. In four picture series in French and Italian (London, 1978/9), women play an equal role in only one (young man and woman meet woman friend at airport). In one of the others women play no part at all; in another the only woman (grandmother) gets a meal ready and clears it away while grandfather and grandson sit and watch television. In virtually all the other boards women of all ages remain confined to this domestic "motherly" role, restraining boys from climbing trees, mending their trousers, laying out picnics while their menfolk fish, etc. Only AEB and JMB give a semblance of equality to the sexes in their picture compositions but this is belied in the rest of their papers. Of the several cars appearing in the examinations, not one is driven by a woman. Once a woman appears at the wheel, but that is when the car has broken down and her husband and family are pushing it. Among all the people mentioned who have jobs, only three are women; one nurse very briefly mentioned in an extract from **L'Etranger** (WJEC), a maid servant (London), and a translator who, according to her husband should write a novel (London). The rest of the women seem to know where a woman's place is - firmly at the kitchen sink. In the cases where an actual letter is given to translate (O & C) or to answer (AEB) they are both written by a boy to a boy.

Such overwhelming evidence suggests that examiners are the crudest of male chauvinist pigs. They would surely reject such a statement, but their choice of examination material certainly suggests their latent prejudices. It is time a healthier and truer view of society were given.

CSE aural

The typical listening comprehension test is usually an anecdote read out to the candidates three times by a teacher, the second reading being in sections. There are questions in English to be answered in English on each section. Occasionally, only two readings are given, and sometimes there are two smaller anecdotes rather than one. Ten of the sixteen boards have a test of this sort: five (including the consortium producing the 16+ examination) have a greater number of passages and/or dialogues, going in some cases up to twenty or more snippets, where speakers, place, likely observations, etc., have to be recognised; Northern Ireland have two tests using both systems.

Within the apparent uniformity of the first group there are considerable differences. The length of the passage, the length of the sections, the number of questions put, the time allowed, all vary a great deal. Middlesex ask fifteen questions on a passage of 111 words and award 10%, whereas West Midlands ask twenty questions on two passages totalling over 400 words, and give 15%. East Midlands and Metropolitan both ask seventeen questions on passages of about 250 words but the latter give 20% for the test against East Midlands' 10%. Those boards setting a greater number of smaller sections usually end up with a very much greater total number of words. East Anglia (North) give twenty short passages of 20-50 words or more, with a single question relating to each. This adds up to well over 600 words - a clear record for CSE examinations. On the other hand, North West break down their two tests into 29 separate sentences for the second repetition and ask a question about each of them e.g.

Vous ne parlez pas anglais, ça m'étonne" - Why is Christine astonished?

"Vraiment, dans quel pays?" - What does Christine ask?[1]

Middlesex, with the shortest passage, average only 7.4 French words per question asked. This would suggest that these are in fact two quite different aural tests encouraging quite different skills: listening to a large amount of material for gist on the one hand, and listening intensively so as to understand, and indeed, on occasion, translate every word on the other. Unfortunately, in the East Anglia test seven of the twenty questions require answers which depend on an exact knowledge of one or sometimes two words buried in the spoken paragraph. If someone happens to cough at the wrong moment, candidates may well be in difficulty.

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[1] All examples for CSE are given from French papers, since this is the only language for which all the boards provide an examination.

The listening comprehension tests of SREB and the 16+ consortium are both on tape, and illustrate the problems of devising such tests. The SREB test is divided into five sections, each having five multiple-choice questions. In the first section, the candidate listens to short conversations and has to identify speakers; in the second, he identifies the place, and in the third, what the speakers are doing. In the fourth section, short narrative passages rather than conversations are given, and a question about them put for which an answer has to be selected from a multiple-choice array. The fifth section is a continuous interview, with questions asked about it at the end of the reading. Instructions are given in English on the paper and in French on the tape. All items are read twice. The way in which the form of the test comes to dominate the examiners' minds to the relative exclusion of a clear idea of the skill to be tested is well illustrated. It is not clear why candidates have to learn to identify speakers, places, etc. from a sound signal alone. The only occasion when such a skill is ever required is when one happens to pick up a radio programme in the middle and wants to know what is going on. In any live situation the evidence of one's eyes gives a great number of clues about people and places, along with contextual pointers to the language one will encounter. In the other "disembodied voice" situation, the telephone, one does not usually have to guess who is speaking. There must, then be more likely ways of testing listening comprehension. The multiple-choice format leads to the familiar problem of the examiner introducing barely relevant material in order to distract the candidate. In a particularly unpleasant piece about a housewife begging for money from her husband she uses the phrase **"Ça te fait mal"** purely, it would seem, in order to allow the examiners to fit in a distractor,**"Une femme et un médecin"**. At least six of the 25 items include similar tricks. In other cases, knowledge of a single vocabulary item is required: if the candidate does not know or fails to hear, in Question 6, **"en faisant le plein"**, or in Question 9 the single word **"pressé"** then those questions cannot be answered. The testing of specific vocabulary items like this when the board does not provide a prescribed list is an unsafe way of assessing listening comprehension. Verisimilitude is another casualty. Apart from the implausibility of these identification exercises, the examiner's need to fox the candidate leads to some odd conversations. The exchange in the lift (Question 10) seems to suggest that the two people have been in it rather a long time and one has got slightly out of breath in the process. And when did a French mother say to her child **"N'oublie pas de te servir du savon"** when she meant him to get washed? Moreover French adults trying to sound like children carry no conviction at all.

The final section of the SREB listening comprehension, a supposed interview with a cyclist's wife, is very good. It could easily be an item from a radio magazine programme and the questions require a reasonably sensitive understanding and interpretation of the text. The outstanding virtue of the SREB test is that the actors speak naturally, expressing the right amount of emotion, using variation of pitch and speaking at a speed which is not over fast but is certainly a perfectly natural one.

The test of the 16+ consortium is in five sections, each tested by six multiple-choice arrays. In section one, the speaker is to be identified; in section two, replies likely to be made to remarks or questions given are to be chosen; in section three, the snatches of conversation all arise out of the same situation, and in sections four and five, anecdotes are used and questions asked about them. The instructions are given in English and an example provided on the tape, as well as on the question paper, before the test proper begins. On the whole, deliberate traps are avoided, and several clues leading to the right answer are provided. The language is frequently stilted, but a far more important weakness is that the whole thing is rendered quite grotesque by the delivery of the speakers. They speak so painfully slowly that it is indeed difficult to retain the details of the anecdotes in order to answer the questions. The voices are dead, expressing no emotion of any sort whatever and maintaining a totally unnatural, zombie-like monotone throughout. In fact, the "speech" emitted from the 16+ tape does not correspond to anything that is ever heard in the natural world of human communication. It is difficult to see what it is supposed to be testing.

CSE written composition

Examining writing in the foreign language raises much controversy. As a skill it has little face validity for the majority of learners - few people really need to write in a foreign language. It is well established, moreover, that the less able the learner, the more difficult writing proves to be. It is surprising, then, not only that writing in the foreign language still appears as a compulsory part of all Mode 1 CSE examinations, but also that it counts for so large a proportion of the marks (see Page 247).

Composition demands take several forms: a piece of about 120 words on suggested topics or a set of pictures; a letter on a suggested topic or in reply to a given letter; answers to printed questions in the foreign language on a set of related or unrelated pictures or on a given passage, or, in one case, to oral questions in the foreign language on a passage read out by the teacher. This last and formidable test set by the South Eastern Board was discontinued in 1979.

All CSE boards set the conventional composition. Most state limits though SREB is the most generous in asking for a letter with no limit imposed and a composition of from 120-200 words. Two boards (ALSEB, Middlesex) offer the choice of one composition of 120 words or two of 60 words each. Five (North West, North, SREB, TWYLREB, 16+) require a letter as well as a composition; five (East Anglia (N), North West, WJEC, West Midlands, Yorkshire) set questions on a printed passage, though the latter discontinued this test from 1979. Most boards offer two to four options, though four (East Anglia (N), East Midlands, North, SREB) offer one title only. Middlesex offer as many as eight. All Boards but two (South East, Welsh) provide a set of pictures to write about. Many of these are poorly drawn. Occasional curiosities appear: do cross channel ferries actually disgorge cars through an opening in the side of the boat? (North West). North and West Midlands have very good pictures in a realistic style; the artist who draws for Yorkshire and the 16+ consortium is excellent in a more stylised but very clear and pleasing way. East Anglia (S) should change their artist. Six boards (ALSEB, East Midlands, Metropolitan, North, South East, Yorkshire) do not state on the examination paper whether particular tenses should be used and in each case not all the options oblige the use of any other tense than the present. All other boards either specify past tenses or say that the use of appropriate tenses or tenses other than the present will gain more marks.

Time allowances are difficult to determine as, in most cases, the composition is set along with other tasks. Forty-five minutes appears to be the general rule for the standard 120-word composition. The subjects are relatively predictable, though occasionally a board tries to find a new angle on an old task (Yorkshire suggest the letter to be replied to has been found in a bottle on the beach) or encourages some "creative writing" (Middlesex suggest a dream in which happenings can be "quite mad"). Often candidates are encouraged to assume that the event has occurred to them, but presumably when Yorkshire suggest, "You may, if you wish, imagine that you are a member of the family", when the family portrayed consists of a pair of young parents with a two year old child, they are asking candidates to make a rather wide imaginative leap. One can see the difficulty in which the examiners find themselves. The aim of the test is presumably to find out if candidates can recount something that has happened to them or that they have heard. If that were all the syllabus or examination paper instructed them to do they would prepare something beforehand, produce it at the examination, and then give no indication of their spontaneous proficiency. They therefore have to be presented with an anecdote which, in order to represent some possibly general experience, ends up by being fairly trite or artificially exciting, involving thieves, accidents, near drownings, etc. The way the form of the test can override its undoubted original intention is well illustrated in North West's paper. Setting a letter as a composition is, one expects, an attempt to involve candidates in a likely and natural activity. North West's instructions, which are only an extreme form of those found in many other papers, are, however, far from 'likely' or 'natural':

> "Using not fewer than 65 words and not more than 75 words, write a letter in French on one of the three subjects given below... Count the words in your letter from the date, which must be written in French, up to, but not including your signature. At the end of your letter, state the number of words you have written."

Do the examiners who set this ever write letters themselves within such restrictions? If not, why force others to? SREB's instructions to write a reply to a given letter, answering all the questions put in it and adding some further stated information, but without setting any word limits, is a much more sensitive way of going about it.

The whole composition question is beginning to look very tired, perhaps less so to candidates who have to undergo the process one hopes only once than to teachers who, year after year, must convince pupils of the usefulness of converting into French the inanities of picture anecdotes. Perhaps things could be improved by using real events; there is no shortage of dramatic news items at both local and national level involving figures known to exist in the real world beyond language examinations. Schools could be encouraged to submit details of stirring events within their own school or town which could be set to their pupils. This would at least give an air of reality which at the moment is grievously lacking. South East have gone some way in this direction by allowing four letters from a genuine correspondence to be submitted in place of the composition.

In addition to the composition, eight boards set other similar tasks. East Anglia (N) asks for 25-30 words on each of four unconnected pictures. In some cases it would be difficult to find that amount of relevant material. The others set questions on pictures or passages and all stipulate that answers must be in complete sentences. This forces candidates into predictably nonsensical behaviour. When the natural answer is **"Rien"**, the candidate must answer: **"il n'y a rien dans le panier"** (North West); when the natural answer is **"non"**, (s)he must write: **"Non, on ne vend pas de livres au magasin"** (West Midlands). In both cases, most of the material of the question must be needlessly repeated. Candidates must find this unreasonable and faintly ridiculous. The conclusion they may draw is that French people must be stupid if they insist on answering questions in this silly manner.

Rewards in terms of marks vary, but not consistently with the amount of output required. Where Yorkshire give only 13$^{1}/_{3}$% and South East 15% for their composition, nine other boards give 20% or 25%. On the other hand, while East Anglia (S) give 25% for their 100-200 word composition alone, North West require a letter and a composition adding up to a minimum of 150 words altogether, and fifteen answers to questions on five pictures as well, for the same mark.

CSE oral examinations

There is so much difference in the methods of oral examining that meaningful comparisons between boards are difficult. The three boards (East Anglia (S), East Midlands, TWYLREB) who give the highest percentage for the oral in French, 40%, illustrate three different ways of assessment.

East Anglia (S) has four sections each worth 10%: two role-playing tests based on ten situations laid down in the syllabus; ten questions put from a set of 50 given in the syllabus; set questions on one picture out of four provided by the board early in the Spring Term, so that they can be prepared; questions and more spontaneous conversation on a topic prepared by the candidate from a set of seven given in the syllabus. The test is to take 10 to 20 minutes.

East Midlands require an oral assessment to be made on the basis of the candidate's "normal work in class". This assessment is externally moderated. Some possible topics are suggested. Five classes of performance accompanied by their mark ranges are detailed to guide teachers. A reading assessment is also to be made and similar performance descriptions are given. Candidates for their board also find that they have different sorts of oral examinations in German and Spanish.

TWYLREB accept the principle of internal grading, and leave the conduct and content of the examinations, including the techniques of oral testing, to the "Modern Languages Panel of the Local Group", subject to final moderation. Only the barest suggestions of the expected performance are given. No time allowance is set down. All the CSE boards rely on teachers to administer the oral examinations, except North who may insist on a visiting examiner if a teacher has not attended co-ordination meetings. This contrasts with the practice of many boards.

The most common activity at CSE (as at O level) remains reading aloud. In the mother tongue this has been described as "barking at print" and there is no reason to believe it is any more meaningful in a foreign language. TWYLREB state: "... the reading aloud of a passage in a foreign language is hardly a natural activity and abilities in this field may not necessarily correlate with general linguistic ability". Nevertheless, the other CSE boards retain it as compulsory, and two (North, North West) award it a third of the total oral marks. Part of ALSEB's reading test is a set of ten unconnected sentences in which particular sounds are to be marked for accuracy. There may well be something in this, as it can be quite useful to be able to pronounce a word seen on a notice, in a tourist brochure, etc. Nonetheless, there would have to be more agreement about which sounds are in fact important. For example, in the sentence: **nous n'allons pas manger les champignons, -ons** is underlined in the teacher's copy. We do not know, however, whether the quality of **-on** (which can vary among native speakers) is to be marked or the non-pronunciation of the final **-s**, a feature which is probably more important from the point of view of efficient communication.

3

Some Conclusions

The use of language is one of the most natural of human activities. What characterises foreign language examinations is their unnaturalness. It is true that the learning of a foreign language is an artificial activity, except for an immigrant needing to participate in a new community. We should clearly aim at reducing this inevitable artificiality: and yet most tasks set in examinations, and much teaching in schools, in fact serve to increase it.

In the real world most people rarely write to any extent. They write lists, short notes, giving times, dates, instructions, information in its most concise form. They fill up forms and when they write a letter they take whatever space is required to say what they want to say. Very occasionally, perhaps, when they are describing an accident for an insurance company, they will be required to write certain facts in a limited amount of space. Not one of these natural writing activities is reflected in public examinations. And yet there seems no reason why some of these tasks should not be set.

In reading it is well known that we use a number of strategies. When reading for pleasure we will move along quickly, absorbing whatever items are needed for our enjoyment, and not necessarily taking in every single detail. On the other hand, when reading the instructions for operating the machines in the launderette, or when working out how to play a new board game, we pay minute attention to each word. More often than not, examining boards setting reading comprehension tests choose examples of the first type of reading matter and treat it as if it were the second. An extreme case is Middlesex, which asks three questions of fact about the first sixteen words of the reading passage. No board sets the second sort of passage, which would in fact encourage the acquisition of a really useful skill, although some boards do set passages which might have come from tourist brochures or similar sources of information. None of the boards sets as reading comprehension or for translation any of the public notices and signs which any foreigner must know about, though many unofficial local examinations now include them.

Listening comprehension is usually treated in a like manner. The passages used are typically pieces of narrative, often including a novelist's version of dialogue. Many of these passages are to be read to the candidate by the teacher. It is true that some boards use a number of small sections of different types and aim to test specific vocabulary or grammar items as well as gist comprehension Most boards, however, do not appear to have any such clear intention. More often than not candidates are not allowed to take notes while the reading is being given, yet that is precisely what many of us do in the real world. Learning to take notes would be a very useful skill to acquire from this sort of test. In any case, as far as the editors have been able to discover, not one specimen of genuine spoken language has been set in a public examination. Few indeed are those pieces which have even been contrived to sound natural: a weather forecast, a train announcement, a guide commenting on the château being visited. The BBC, in its recent language courses, has shown that genuine spoken material can be used at a very elementary level, so there is no reason why public examinations should not go as far possible in this direction.

Because speech is the most natural form of language use, the artificiality of most oral tests seems even more stark. The reading of a passage aloud has little validity since it is not a task which most of us are required to do. Most people, even in their native tongue, read badly if called upon to perform in a formal situation. Moreover, as anyone listening to a French news bulletin knows, the conventional rules governing the intonation of prose read out loud are not kept by French speakers themselves. Since the test is largely seen as a check on several phonetic items, it would probably be better to specify them in the syllabus rather than complain afterwards in the examiners' report. The rules would then say that particular attention would be given to verb endings (and in particular the silent **-ent**), the difference between masculine and feminine adjectives of the conventional type (**grand/grande**), the difference between **on/en**, and whatever other elements the examiners thought would hinder effective oral communication at this level. Intonation would be improved if the reading were a dialogue in which the examiner himself had one of the roles, but this might put a premium on the acting ability not only of the candidate but of the examiner as well.

"Conversation" in the context of modern language examinations can mean many things, but not anything that would be recognisable in the outside world as a natural conversation. Sometimes there are set questions, but even these must be answered in an unnatural manner: the answer to **"est-ce que vous vous êtes levé avant vos parents ce matin?"** (WJEC) would be **"oui/non"** but how many candidates will get full marks for that? In the JMB (B) syllabus, 100 questions are set in ten groups according to topic, for candidates to prepare in the months before the examination. Again the answers must often be filled out with unnecessary verbiage in order to give the examiners enough material to mark. Quite a few of the questions are hardly ones that are ever asked in the real world: **"à quoi sert un aspirateur?"** The conversation on general topics, still in favour with many boards, is a disaster area of some magnitude from almost any point of view. Adolescents on the whole have a healthy disrespect for small talk, and feel that when they have nothing to say they should say nothing. Yet here they find themselves temporarily incarcerated with a totally strange adult who attempts to get them to talk about almost anything for no good reason except, it seems to the candidates, to trap them into wrong verb formations - however kindly an impression the examiner attempts to give. Since there are no such things as general topics, particularly between a sixteen year old and a retired teacher or a university teacher (the typical external examiner) the "conversation" soon descends to questions about the candidate's age, the size of the school, the dimensions of the swimming bath, whether the candidate has a dog and what he had for breakfast (reference D. Coward: confessions of an oral examiner: Modern Languages: LVIII/I March '77). If the examiner is a teacher at the school the situation is even worse, as the candidate knows that the teacher knows all this information anyway so what is he asking for? Attempts to solve this problem generally involve either a conversation based on the reading passage, or prepared topics of one sort or another. The first can be very hit-and-miss since the material of the passage may awake no corresponding echoes in the candidates. The prepared topic system can be excellent both in the effects of its preparation and in its results. It can equally well lead to teachers distributing prepared material for pupils to learn and a great deal of memorised language being produced on the day. Having a conversation with an adult at a specified time is an unnatural business anyway except for some quite definite occasions when one is being interviewed for some reason or other. Why then not use this particular situation; instead of a "conversation on general topics" the instructions would be "a reporter on a local paper is interviewing you on your visit to France" or "a policeman is investigating an accident/crime" - much the same "general topics" might crop up, but the frame of reference would be more encouraging. Similarly, candidates could be obliged to take the initiative by being required to examine the examiner rather than the other way around - to find out as much about him in a given time as possible. He could be given a series of identities to be used for this purpose. If all these tests were strictly timed by stopwatch and the candidate knew he would be marked not on accuracy (that can be done elsewhere) but on the amount of information conveyed or acquired the whole matter would take on more of the status or a simulation game, and gain in acceptability.

Conversation is about conveying information either implicity or explicitly: it should therefore not be about accuracy of language forms except insofar as the deficiencies hinder the exchange of information. At the moment, as far as can be ascertained from marking schemes, the transmission of information gets a minority of marks. Variety of structure and vocabulary, and accuracy of grammar get more. The wise teacher therefore advises his pupils to slip in a few different tenses and a subordinate clause or two,

thereby emphasising that it is not what you say but the way that you say it that counts. Perhaps the extreme example of this is shown in the London (1978) Examiners' Report on the general conversation "... The perfect tense and the future tenses are specifically looked for and are frequently cleverly dodged again and again". It is obvious that this examiner is not concerned with a conversation at all but with a test of verb tenses. Moreover a candidate who could cleverly dodge all that London University could throw at him to induce him to produce a perfect or future tense seems to be a linguist of quite a high order. Unfortunately he will not get any credit for it. Perhaps there should be a separate section where it is made clear that the use of relative pronouns, perfect tenses, etc., will be specifically rewarded. This is what is already done anyway, so why not do it openly? There is a refreshing comment in the Middlesex instructions: "(iii) Questions designed to test the candidate's use of future, perfect and imperfect tenses; during this part of the test it is hoped that a conversation may develop". It does not say what happens if that hope is not realised.

On the other hand the new types of oral examination that have grown up since the JMB/MLA experiments of the early sixties contain by far the most encouraging tests used. The 16+ consortium, for example, list in their syllabus for the oral, precisely the sorts of information-giving and -gathering activities and survival strategies needed by a visitor in a foreign country. The most potent technique for testing this sort of material is role-playing. Any system has its drawbacks, but the advantage of role-playing in putting candidates in a likely situation and asking them to talk their way through it, seem obvious. Most CSE Boards use this technique, though only one GCE Board does so. This is not the only area where CSE Boards have been quicker to see the real needs of modern language testing.

It would be relatively easy to apply similar techniques to other parts of the examination in the same way. Most tests as they stand are really concerned with reporting and describing rather than doing. Even graduates who can very adequately describe or report someone's indignation would be hard put to it to express their own appropriately in a variety of situations. 16+ candidates could be given practice in this sort of activity even by using the existing picture composition. Instead of telling the story they could be asked to write down the actual words they themselves would use in the given situations: buying the railway ticket, enquiring after lost property, warning a motorist of an obstacle, telephoning to police about an accident, asking someone for help, thanking people, expressing appreciation, etc.

Much of the artificiality referred to above is so obvious that one must ask how it has arisen. It is only one of the elements that stem from confusion about the purpose of the examinations and about the aims of language teaching. Before 1964, the watershed year when AEB was the first board to do away with prose translation, and when CSE was instituted, the purpose of O level in modern languages seemed relatively clear. The examinations were remarkably similar in the skills tested and the weight given to them. The function of the examination was threefold: to provide a qualification for university entrance necessary for most subjects; to provide a solid basis of linguistic knowledge for those who were going on to do A level; and to provide a yardstick for measuring the general ability of those who were not. For all these purposes it was quite rightly regarded as a relatively comparable qualification. What it did not claim to provide was an operational knowledge of the language, enabling the successful candidate to function in the foreign country concerned. Since 1964 virtually all that has changed. O level is no longer a general requirement for university entrance. It is no longer necessarily the preparation for A level that it once was, since A level has remained almost unchanged while many O levels have changed, particularly as regards translation into the language.

That an O level represents some sort of standard achievement or some comparable capacity in candidates from one end of the country to the other is a fiction that most boards still subscribe to, but which cannot stand in face of the fact. The difference between the requirements of O level boards alone suggests that their candidates cannot really be compared. When one adds the CSE Grade I, O level equivalent candidates, the picture becomes even more confused even without taking Mode III CSE into account. How can one equate an Oxford candidate who has passed an examination where 12% is given for oral competence and 49% for written composition with a Grade I CSE candidate from the Middlesex Board where 35% is given for the oral and 25% for written composition? Is there any evidence to suggest that these two candidates are displaying similar intellectual powers? In what ways can they be said to be comparable? If you ask what a person with a Grade A O level French can actually do, the problem is equally apparent. JMB could say that if he had taken Syllabus B, he could take part in a conversation on a topic he was familiar with for at least five minutes and answer questions on many everyday topics; 30% of the marks are given for this. If he had taken Syllabus A however, he would probably not be able to do this since he would not have been trained for it, but he might well be able to translate from English into French with reasonable accuracy within a limited register.

If then what these candidates can do with the language is so different, in what way can they be said to have the same qualification? Obviously by some common consent that relies on no real evidence it is assumed that a given grade at O level or CSE is indicative of a certain general ability which has made itself manifest in the candidate's particular skill in dealing with some limited language problems. In other words, the examination is being used to discriminate between people's broad general abilities. Except at the extremes this discrimination is probably totally illusory. It is not clear that a French examination is the best instrument for the purpose. It is clear, on the other hand, that the intention has a deleterious effect on language teaching by proposing the wrong sorts of goals.

Examinations should be assessments of attainment: how far has the candidate learnt what was put before him to learn? It is generally assumed that this can best be expressed by comparing him with other candidates - Bloggs knows more than Higgins and less than Scraggs because discrimination tests have placed him in between the two. This preoccupation with discrimination is apparent in a great deal of the boards' comments on their examinations. Again and again we find that a test is approved of because it discriminates well, or was abandoned because it failed to do so. It would be more effective, however, to decide what tasks should be done by someone having learnt certain material and then to see if Bloggs could do them. This would entail looking at tests in a different and more positive way; for example, translation from one language to another is presumably effected in order to convey the meaning to someone who cannot understand one of the languages involved. Prose translation and free composition seen in this light would be marked first according to whether a native speaker would seize the meaning of what was being conveyed. With very few exceptions this is not done and candidates get no marks for conveying information if their grammar is inaccurate and if their free composition does not contain bonus point elements accurately spelled. For example, if you use the word **"malheureusement"** appositely in the 16+ consortium composition you get a bonus point; if you are unhappy enough to write **"malheuruesement"** you lose not only your bonus point but also a mark for inaccuracy in spelling. You get no credit for having adequately conveyed a meaning. This preoccupation with discrimination in order to produce grades can result in nonsense when dealing with behavioural communication tasks like role-playing. If the candidate has to communicate with the teacher in a situation where he has to ask for a return ticket to Dijon and find out when and from which platform the train leaves, presumably a Grade I candidate has done so in immaculate French. A Grade II would do so in less than immaculate French; but has a Grade III only managed a single ticket? And did a Grade IV candidate get himself to the wrong town? It is probable that such grades are arrived at purely on the basis of formal accuracy. When faced with practical communication tasks, discrimination is shown to be an inappropriate basis for deciding achievement.

This concern with producing a rank order illustrates the confusion about the aims of language learning. The overwhelming impression gained from an investigation into the examinations is of an intense preoccupation with language structure rather than function. It is not what the language is doing or meaning which is of primary importance but whether it is well formed. This leads to the contradictions inherent in so many of the tasks: the insistence on complete sentences as answers to questions when in natural communication single words or phrases or even just numbers would occur; the use in aural tests of pieces of written language read out loud rather than specimens of spoken language; the mark weighting with its insistence on rewarding extended written production, the skill which is used least in real foreign language performance; the distortion of language forced upon the examiners when they are trying to prevent candidates from lifting sections from the reading composition to use in answer to questions; the misleading way in which "conversation" tests are so labelled but are in fact tests of grammatical elements But of course testing of formal elements is much easier to do. Mistakes are obvious to all, the marking can be much more objective and therefore reliable, and reliability is essential when discrimination is so important. The further effect of all this is that the grades come to represent a negative achievement. The desirable positive behaviour is apparently represented by Grade I or A depending which is the highest in the series. Any other grade does not represent a positive achievement in itself, but rather an inferior achievement in comparision with Grade I. This is the most important argument against the single examination at 16+. The 16+ consortium may well have shown that it is possible to discriminate among candidates representing up to 60% of the ability range; but as we have seen, discrimination is not what language examinations should be primarily about. What we need is a system which will tell us what particular people can do in the language: that they can do this effectively but that they have not learnt to do that. A single examination with half a dozen or more grades of discrimination will not give us this positive picture of achievement.

The effect upon teaching can be very serious indeed. We must remember that for the teachers and pupils alike, tests embody what is important. The examination is after all the culmination of five years more or less of language learning. What is taught, particularly in the final two years tends to be what is going to be tested. Teach someone to translate and that is what you teach him; you do not teach him a native performance in all manner of French. Teach him to do reading comprehension pieces and you teach him to read only for that purpose; you do not teach him to read fluently and fast enough to get real pleasure out of it. In other words you do not teach him to read in the way we normally mean that word. The artificiality of examinations tasks inevitably produces artificiality in teaching. Sometimes, of course, the efforts of examiners to improve matters are frustrated by teachers themselves. The JMB (B) 100 questions set in the syllabus for preparation well before the examination are a real effort to provide some form of defined syllabus for at least part of the examination. They have turned out to be a fairly primitive attempt, and JMB really ought now to look at them more closely. Many teachers, however, instead of using the topics involved as pegs on which conversation can be made and pupils arrive at personal answers to the questions, merely duplicate a set of stereotyped answers for their candidates to learn parrot fashion. Similarly the suggestion in the same syllabus that three books might form the basis of a five minute conversation was intended to encourage candidates to read as many as possible and choose three to talk about. Many teachers, however, take classes through three books in detail as if they were sixth form prescribed tests, even translating them page by page and so killing completely not only the intention of the board but also the interest of their pupils in ever reading French again. The boards repeatedly say that they wish to reflect the best teaching and not dictate it. That is undoubtedly the correct attitude, but the boards must also accept that the best teaching is by definition a minority practice and that many teachers do not know what it means. It would be as well for the boards to spell it out. One of the N and F groups, Cambridge, showed in another context, how this can be done. In proposing their examination they also gave details of a fortnight's class teaching they would expect to take place in preparation for it. After all, if a board's examinations are the reflection of the ideas of the practising teachers who serve on their subject panels, this would amount to teachers talking to teachers about what to do in classrooms and that is always a good thing. It does not mean that we should all necessarily agree, but as least the matter would be out in the open for discussion.

The flow of information to teachers (and one would hope thereby to candidates) has undoubtedly improved. Time was when all boards gave little published information and it is still the norm that teachers below the rank of Head are not allowed to communicate directly with Boards. Of course, the institution of more searching oral examinations often conducted by the teachers themselves has necessitated detailed instructions from boards about how to conduct them. Even here however, the quality of information can vary enormously. An instruction of this type:"**...you are advised to progress from simple questions to more complex ones to enable candidates to show their linguistic potential**" (South West) is unhelpful without illustrative examples of the questions concerned. In something so difficult as oral examining all boards, as for example JMB do already, should offer schools tapes of candidates performing at various levels so that teachers and candidates can hear precisely what sort of performance is expected of them. In two areas of information provision, controversy still exists: the definition of syllabuses and detail of marking schemes. The arguments about defining syllabuses in terms of structures and vocabulary lists as well as topics, has gone on for years and does not need rehearsing here. The discussion about definition in terms of functions and notions, is just beginning. Some boards continue to assert that lists of structures and vocabularies cannot really be drawn up for their examinations and even if they could they would have a harmful effect on teaching. Other boards provide such lists without any apparent ill effects and to the general acclaim of their customers. Some, however, hedge their lists round with a great number of provisos and disclaimers. The boards who refuse sometimes express themselves thus: **"It is impossible to give an exhaustive vocabulary without by implication excluding what is not listed therein. In general the scope of the vocabulary expected of the examination candidate will be that which the pupil of average ability should have acquired during the course of study"**(East Anglia (North)). Such a statement does not stand investigation. It is quite possible, in terms in which public examinations are now conducted, to present a vocabulary list as a minimum and say that use of words above the minimum will be rewarded. If the board has some idea of what "the pupil of average ability should have acquired during the course of study" and its examiners are using that as a yardstick for setting questions, then it must be capable of some definition that can be passed on to teachers. As examinations are as at present, there are no valid arguments against the provision of detailed structure and vocabulary lists and many boards have proved this by providing them. Were objectives to be defined in terms of notions and functions then a specific list of grammar and vocabulary might indeed in some ways not be appropriate, as some of the graded objectives examinations have shown.

The second area of controversy is in the details of the mark schemes. Mark schemes until very recently were shrouded in mystery, and revealed only to the conclaves of markers themselves. Ordinary teachers were not allowed to know. The contradiction that the markers were themselves ordinary teachers did not seem to strike boards with any force. This still remains the situation for most boards. As has been mentioned, JMB, London and WJEC have given broad details. AEB and Oxford have given specific details with foreign language examples for some questions. Scotland have provided marked scripts. The YREB, as part of the 16+ consortium, has been a pioneer in holding meetings for teachers where a typical composition is marked and each mark accounted for. It is a pity that this information is not included in the official papers for the 16+ syllabus. For this is what is required; marked specimen answers both for the written and oral tests, so that teachers and candidates know what they have to do.

To the question : can we be satisfied with the examinations available at 16+?, inevitably we must answer no. Whether they are capable of improvement as they stand, or whether a fundamental rethinking is required, is a matter of opinion. First we should all be much clearer about our objectives in teaching modern languages, about the role of examinations in general and of modern language examinations in particular.

The general impression that arises from a study of the O level papers in modern languages is of a luxuriant jungle tangle which has grown up in response to a whole series of different needs but which, as a whole, does not present a coherent pattern. The remains of the old style prose + unseen + composition + aural + oral are still there, almost fossilized in the new material that often surrounds them. Other things have been grafted on as the boards have attempted to respond to new needs while continuing to satisfy those who were content with the old exams. The differences that always existed between one board and another, not only in general character but also in the demands made on the candidate, have widened. It is now almost impossible to maintain the fiction of comparability or to say that the successful O level candidate in a modern language has reached a definable level of performance.
CSE boards have often borrowed, not necessarily wisely, from the O level boards but have also contributed themselves a considerable amount of new thinking about tests.

The range of variety of tests available at 16+ needs to remain - none of us ought to be dogmatic about what a language test should consist of - but the present tangle needs to be tidied up, even though it does offer some growth points. In the main, however, most of the tests as they stand are inappropriate to the emerging view of what language teaching and examinations are about. Over the past fifteen years there has been a good deal of tinkering going on, but the basic framework has often remained very much the same, as is shown by the almost universal use of picture compositions, dictations and reading aloud which have been with us since School Certificate days. One of the results has been that there is a much greater oral demand on pupils than there ever was, while the amount of formal grammatical knowledge has not lessened. The burden on pupils is thus now much greater than it was twenty years ago and should be reduced. The various types of test should be more standardized, and should be available as units to be added together to form an O level. In this way teachers and candidates could choose a la carte, provided a balance of oral/aural/written, productive and receptive skills was maintained in both the spoken and written language .

Even within the present system, a great improvement could be effected by better drafting and a more logical approach. There is really no excuse for making conditions like requiring given tenses in answers to questions and then asking a question that is almost impossible to answer in those tenses. Similarly, nonsensical requirements like complete sentences in English in answer to foreign language comprehension tests should be avoided. The setting of similar papers by the same board in different languages but with different time allowances and mark weightings seems illogical. Above all, language examinations should be imbued with a greater realisation that language is first and foremost about meaning, and that grammar must serve that meaning (not the other way round). At the moment too many examinations use text merely as a necessary means for testing structures.

The examinations, however, cannot be reformed without the consent of the teachers, and they, it must be said, seem to be the most conservative element in the system. In the three O level boards offering two types of examinations, one broadly traditional, one within limits attempting to cater for a newer view of language learning, three times as many candidates were entered for the traditional papers as for the new ones in 1978. That is of course a teacher's not a candidate's decision.

Now that the government has decided to proceed with proposals to merge the CSE and O level examinations into a common system, teachers and examination boards may well have a better opportunity than ever before to reconsider and reshape modern language examinations. It is of course, easier to identify the weaknesses in the current situation than it is to provide acceptable and valid alternatives; but the need is urgent, and as linguists we must hope and trust that it will be met.

Part 3

Viewpoints

1

Producing an Examination

A Emmett

(Mr Emmett is Assistant Secretary to the Associated Examining Board.)

A question paper lying on a desk, waiting to be answered, may cast fear into the hearts of sixteen-year olds but is is the product of much sweat and toil by a very considerable number of people. They will have been working on it for a very long time to try to ensure that it asks what it should of students who have been adequately prepared at the appropriate level.

It is the task of the examining Boards, among other things, to establish the levels, to ensure that they are similar in all the Boards and to acquaint teachers with knowledge of the levels expected by examiners. In this task, they are helped by i) the Universities, ii) Schools Council, iii) Standing Joint Committee, iv) teachers acting (a) individually as examiners or advisers and (b) through their unions, and by reference to a number of other bodies. The Boards are not as autonomous as many people might think.

The composition of the GCE Boards is similar in almost all respects, although there may be different names given to committees serving similar purposes. There is a governing body usually divided into two committees, one to see to all financial matters and the other to decide on educational matters. There is some cross-membership of these two committees which are made up of representatives from Universities, LEA's, Teaching Unions, Schools, Colleges of Further Education, Polytechnics and a number of other bodies concerned with education and assessment. There is also some cross-membership between the various Boards.

The committee dealing with financial matters decides on all aspects of incoming and outgoing monies; fees charged for basic and subject entry, fees paid to examiners, salaries to staff, cost of equipment and buildings. A delicate balance is difficult to achieve in these days of high inflation but none of the Boards is a profit-making organisation.

The committee considering educational matters decides on the suitability of new or revised syllabuses, new subject areas, comparability between Boards and subjects within the Board. For all these educational matters advice is sought from Standing Advisory Committees which exist for every subject or subject area in which an examination is offered. Members of these advisory committees are predominantly teachers in schools and colleges of further education, elected in their own right or as representatives of the teaching unions. They serve in a voluntary capacity.

The tasks of a Standing Advisory Committee include making recommendations on:

i) the syllabus for the examination(s) in the subject

ii) the skills and/or areas to be assessed and the means of assessment
(iii) length, format and types of questions
iv) who will set the papers(s)
v) the levels of difficulty of question paper(s)
vi) the ways in which the papers will be marked.

Recommendations on all six matters are put to the Education Committee for approval and, if the examination is to be at Advanced Level, they must be approved also by Schools Council.

The examiners, then are those people, many of them teachers, who are charged with the task, on an Advisory Committee, of making recommendations on the above matters. They are those people, again many of them teachers, who have to approve the total syllabus, drawing upon their own experience of educational assessment over a wide spectrum of subjects and upon the experience of their associates. And, in some cases, they are the people, once again mainly teachers, who, in the Schools Council, have to approve proposed new examinations.

How does an examination come into being?

Examinations in Modern Languages have existed for longer than any of the GCE Boards. They have changed in character and emphasis over the years, particularly in recent years when more stress has been laid on audio-visual teaching methods with a consequent increase in the allocation of marks for oral tests and the introduction of listening comprehension components. Side by side with steady evolution of this type there have been new-style examinations introduced.

Ideas for new examinations can come, indeed, have come, from a number of sources - Schools Council, through undertakings such as the Schools Council Modern Languages Project; Schools Council investigations such as the common GCE/CSE examinations or the N and F examinations; proposals from a particular group of teachers employing new or different teaching methodology; educationalists who feel that the educational needs of a particular group are not being adequately served; Industry and Commerce or other interested parties who feel that existing examinations are not meeting their needs; Mode 3 or Mode 2 examinations developed by a single teacher, group of teachers or of centres.

Mode 3 and Mode 2 examinations are considered in a different way from proposed new Mode 1 examinations in that the ideas are developed in the centre or centres where they will be operated with the help and counsel of advisers from the Board. They are also submitted for approval to a Special Syllabuses Committee. Before embarking on any development of a special syllabus, therefore, any Board's requirements for such syllabus should be ascertained.

Proposals from other sources, for Mode 1 examinations, would normally be submitted to the Standing Advisory Committee for that subject for initial reaction. Efforts are made to establish the 'need' for the examination, that is, its validity. This involves consideration of the aims of the proposed syllabus, in other words, what teachers would aim to accomplish through teaching on the syllabus towards a new examination, and the objectives of the syllabus or expressions of the abilities and skills it is hoped the students will develop during the course and which can be measured at the end of it.

Traditional subjects such as English, Mathematics and Modern Languages have not normally stated the Aims and Objectives underlying the syllabuses. Some Boards do now make statements of what may be called the philosophy underlying the course (Aims) and/or of what is being tested in each part of the examination (Objectives). It seems likely that such statements will become more usual. It is certainly felt to be desirable that teachers should know precisely what skills and abilities their students will tested in. Just as there has been very little explicit statement of aims and objectives, there has been, for Modern Languages examinations, very little information clearly laid down of the subject content, the corpus of knowledge that students may be expected to acquire in order to demonstrate their competence in the skills and abilities they have developed. In some Boards and in some languages this is no longer true since Defined Content Syllabuses do exist, having been called for by a number of teachers. Lists of structures, topic areas and vocabulary that students should know for O level have been produced very painstakingly and painfully. Their production has not been greeted with universal approval, however. Do they represent the total of what should be known? Should they? Do they indicate what students should be able to produce? These and many other, philosophical, questions are asked. The AEB's view is that the lists (so far only in French) contain material that students should be able to produce in Paper 2 and the Oral. They will certainly not be penalised for using structures or vocabulary not in the list, may well have to go outside the lists for description of personal hobbies and other matters in the oral and they must expect to encounter words and structures (very few of the latter but more of the former) in the comprehension tests (Paper 1 of 030 and Papers 1 and 3 of 130).

How can teachers affect examination board thinking?

An immediate answer is that they have a constant effect through membership of committees throughout the boards and by virtue of being examiners. They can influence the shape of examinations, the emphases placed on skills and the ways in which work is marked. They can make representations through their unions, through the Standing Joint Committee and by writing direct to the board.

The AEB does not wait to be approached by any of these means, however, and frequently seeks the opinions of teachers in its centres concerning a number of matters. For example, before publishing the French O level Defined Content Syllabus, a questionnaire was sent to 400 centres asking for teachers' opinions with regard to the desirability of the various lists. The return by over 60% of the centres indicating more than 70% approval for the lists was the reason for publication of the lists. From time to time teachers will be consulted about changes to the lists.

The AEB is investigating replacement of Dictation at O level by a test of listening comprehension. An experiment is being carried out in Italian in the first instance with trial tests and questionnaires for teachers and candidates involved in the trials. When the results of this investigation are known, there will be canvassing of opinion of teachers in other languages.

A number of teachers and advisers voiced the opinion that an A level without a literature paper would be desirable. After testing opinion more widely, a working party was set up to develop fuller proposals. The proposals and trial papers will be submitted for discussion and working in a number of schools and colleges some time in 1981.

Of course the rate of change is not fast enough for some people. But it must be remembered that syllabus development, with all its implications for modes of testing, development of suitable questions and adequate statements of what is required, takes a considerable time involving much discussion with teachers and subsequent approval by senior committees. Furthermore everything has to be finalised for inclusion in syllabus booklets two and a half years before the first examination.

How are examiners appointed?

There are some differences in the methods of appointment of Chief Examiners and Moderators and those who mark the papers. Mention has been made earlier of the necessity for the Standing Advisory Committee to recommend to the Education Committee for approval the persons who will set the papers. There is no need for the Education Committee to approve the appointment of assistant examiners.

Advertisements are placed in the educational and national press and in Board Circulars (which appear five times a year) when Chief Examiner or Moderator posts become vacant or when more assistant or oral examiners are required. The Board requires markers or oral examiners to have a degree or degree equivalent in the language (native speakers are considered to have a degree equivalent but should have some formal qualification) and it requires them to have taught the language in a school or college of Further Education for, usually a minimum of four years at the appropriate level(s).

Applications forms and further details are available from the Board at any time. The form asks for details of qualifications, teaching and examining experience and the names of two referees. Previous examining experience is not necessary for assistant or oral examiners.

References are taken up and in the case of assistant examiners for script marking there may be a marking test to carry out. Oral examiners must attend an interview at which their examining techniques will be ascertained. Appointment is made to a panel of examiners for oral or script marking, for one year only subject to the suitability of the applicant according to all the information and evidence available. Appointment for a further year or more depends on satisfactory performance in the examining carried out. Satisfactory performance means being able to absorb and apply all the details of the marking schemes, to be neither too severe nor too lenient, to meet all deadlines, to carry out all the administrative work (such as completion of mark sheets, discrepancy reports and so on) to the Board's satisfaction and, in the case of oral examiners, to apply the appropriate examining techniques and assessments whilst being sympathetic to centres' and candidates difficulties.

All of the details applicable to assistant and oral examiners apply also to Chief Examiners and Moderators. However, applicants for these posts are expected to have some experience of public examinations and they are always appointed subject to interview. They are appointed for one year at a time and, usually, after five years of appointment, the posts will be readvertised. Efforts are made to make first appointment of Chief Examiner and Moderator for any given subject at different times in order to try to maintain some continuity.

What training is there for examiners?

There are three types of training for i) Chief Examiners and Moderators, ii) oral examiners and iii) script markers.

i) A one-day course must be attended by anyone newly involved or reappointed after five years in a post in which the setting of papers is the task. At this course there are lectures and discussions on the organisation of the Board, production schedules, the types of question available, the setting of question papers and appropriate marking schemes and the moderation of both papers and schemes. Chief Examiners must attend a further two-day course at which there are lectures and discussions on standardisation meetings, further standardisation procedures, review of script-marking at the end of the marking period, awarding of grades, report writing, post-examination services such as re-marks, special reports, etc.

ii) Oral examiners have in the past received some training at standardisation meetings but from time to time have had courses specifically concerned with training. There is now an annual training course in each language for new appointees and other examiners who it is felt are in need of a refresher course. The purpose of the course is to explain what is involved in all the parts of the oral examination and what the examiners must do in order to enable each candidate to demonstrate his/her ability in oral performance. This means what the examiner should be seeking in asking the right questions, in the right way, at the appropriate level for each candidate, striving to "push" the candidate to the level of competence of which he/she is capable. The posing of questions is considered, taking into account how to pose leading and follow-up questions, how to encourage candidates to tell the story of the picture in the past tenses, how to present candidates with options in the role-play situations. Of course these are all class-room activities but the examining and teaching situations are different in so many ways that examiners have found these courses very helpful.

Some training is also undertaken by senior oral examiners who conduct tests while a new examiner is present to observe and there is subsequently discussion of techniques used.

(iii) Markers of scripts have no specific training meeting but standardisation meeting which they must all attend is concerned with training all examiners to apply the same criteria as are agreed at the meeting on all the scripts they mark.

How is standardisation achieved?

The methods of standardising assessments of written and oral work are very similar. Essentially standardisation means that a candidate should get the same mark whoever marks his work and whenever it is marked.

For the written papers a marking scheme is devised and moderated together with the questions at the very outset, so that the general principles are in accord with Education and Advisory Committee decisions. The Chief Examiner will, before the examination, add some alternatives that may be acceptable and unacceptable and a fairly detailed scheme is sent with copies of the question papers to the examiners to arrive on the day of or after the actual examination. Scripts start arriving at the examiners' homes one or two days after the examination and the examiners are asked to "rough-mark" at least twenty in pencil. What they are in fact doing is looking for alternatives not covered in the scheme sent out.

A meeting of all examiners of each paper takes place two to four days after the examination, presided over by the Chief Examiner. The general principles are discussed and, if necessary, amplified and clarified for all present. Then all the renderings not covered by the scheme are discussed from the point of view of their acceptability and each examiner must note all decisions so that he can apply them throughout his marking. Sometimes one or more examiners may be asked to accept or reject renderings which they would normally not accept or reject. This is not a matter of accepting bad French or rejecting good German or Italian as the case may be. It is rather a question of establishing limits of acceptability and non-acceptability since, in general terms, excessive desire to reject or accept leads to severity or leniency and over a whole script could make a difference of six or more marks. On two papers that could mean the difference of a grade or more and no candidate is well served if single or double misgrading in either direction occurs.

In the case of essays there are usually photocopies of scripts selected by the Chief Examiner and these are marked by all the markers to see how closely their marks coincide with those of the Chief Examiner. When there are discrepancies, reasons are sought and attempts made to eradicate erros of interpretation of the scheme.

All markers are put into a team under the supervision of team leaders, either the Chief Examiner or a Senior Assistant Examiner, the latter being chosen for consistency and accuracy of marking over a number of years. As soon as possible after the meeting, examiners send a batch of marked scripts to their team leaders who re-mark the scripts to see that all decisions made at ther meeting are being complied with. The team leader returns the re-marked scripts with comments and advice concerning misinterpretation. If there have been misunderstandings the examiner must go back over all scripts to correct the marking.

After marking a certain number of scripts following the comments and advice of the team leader, each examiner sends a further batch of marked scripts to the team leader. These are also re-marked and the examiner may be instructed to carry on marking without change, amend certain aspects of his marking over all those already marked and yet to be marked or to send a third batch of samples.
Throughout the marking period, which is one of approximately three weeks from the day of the standardisation meeting, examiners can also be in telephone contact with their team leaders for rulings not made, because the renderings had not been encountered at the standardisation meeting. The team leaders all send batches of marked scripts to the Chief Examiner so that their standard can be monitored and they are in frequent communication with him or her for additional rulings.

About five days after the end of the marking period there is a meeting of the Chief Examiner and all team leaders at the Board's Offices to review all the marking. Team leaders give advance warning of individual examiners' marking they wish to review and a large sample or all the scripts of particular examiners will be available at the meeting for review by a different team leader. A random sample of all other examiners is also available for review by a different team leader.

There is also statistical evidence concerning each examiner and Board Officers present graphs and examiner comparisions based on the fact that an examiner on one paper marks the scripts from the same centres as an examiner on another paper. Where there is an objective test an examiner's range can be compared with the computer's marking of the objective tests over the same range. Where an examiner appears to have been lenient or severe by comparision with the other examiner or the computer, there will be additional scripts to review.

Using the evidence of the re-marked samples and the random review of scripts, the team leaders make decisions on what is to be done with the marks or scripts of each examiner. In some cases an examiner may be found to have been consistently too severe or too lenient and an adjustment to his marks can be made in order to correct the severity or leniency. Increasingly variable computer programmes make complex adjustments possible but it is felt that improved standardisation from the outset and better re-marking by the examiner following advice from team leaders are preferable to adjustments.

In other cases it may be necessary, at some financial cost and the risk of late publication of results, to have all an examiner's scripts re-marked by a team leader, usually because the variations of the original examiner's marks are inconsistent and no pattern susceptible to a standard adjustment can be discerned.

For oral examinations, although the standardisation procedures are similar, the problems inherent in having no means of re-marking after the event mean that the standardisation meetings and monitoring by team leaders become even more important than for script-marking.

Mention has been made of the training given to oral examiners. The separation of training and standardisation has meant that at the standardisation meeting it is more possible to concentrate on the marks that should be awarded for given levels of performance, so that all examiners give equal rewards for equal levels of competence. The procedure at standardisation meetings is to play back recordings, made by senior examiners, of specimen orals and to ask examiners to note good and bad points of the candidates and weigh them so that a mark can be given for the performance heard. Examples are played of candidates below, around and just above E at A level, C for O level, and A at O and A levels. The Chief Examiner, team leaders and members of the Standing Advisory Committee will have listened to the performances and decided the mark to be given for each part by every candidate. Where marks above or below the decided mark are proposed by any oral examiner, the discrepancy will be discussed and removed by closer analysis.

During the oral examining period, and as far as possible at the beginning of it, all new oral examiners will be visited by a team-leader who will in turn be visited by a Chief Examiner or Senior Assistant Examiner. During such a visit the examiner's technique and assessments are monitored. Afterwards possible improvements of technique are discussed as well as differences of assessment. Subsequently the senior examiner may carry out a further visit at a later stage to gain further information or a report may be sent to the Board giving details of differences of marks and recommendations, as a result of which adjustments can be made to the whole or part of a range of centres examined by any individual.

These visits are of paramount importance. Many examiners continue to conduct examinations over a period of years but the Board tries to ensure that a visit takes place at least once every other year. Oral examinations are expensive to conduct because of all the meetings and visits involved as well as all the travelling, but it is felt that, with 25% of the total marks being available for the oral test, it is absolutely essential to ensure that all candidates are reliably assessed.

How are grades arrived at?

Practices vary among the GCE Boards more in the matter of grade awarding than in most other respects. In a board with a relatively stable entry from year to year more emphasis can be laid on statistics, although the quality of the work of candidates will always be of importance. In the AEB, however, the pattern of entry is more variable, for a variety of reasons, and the number entering has been increasing by quite large amounts in almost all languages and at both Ordinary and Advanced level. The procedure for awarding relies, therefore, on judgements of the standard of work in candidates' scripts.

Guidelines exist about all borderlines at O and A levels, and most teachers are familiar with these. Those responsible for awarding grades are given guidelines about the C/D borderline at O level and the E/O borderline at A level (45% and 40% of the total marks respectively). When setting papers, Chief Examiners aim to make the borderlines at these points, but in practice, the marks actually constituting the borderlines in any one year can be above or below by a number of marks, in order to compensate for unforeseen points of difficulty and to maintain standards. For each of the papers, testing as they do different skills, there may be even more variation.

Assistant Examiners each have to write a report for the Chief Examiner on the quality of work they find in the scripts they mark, and on the difficulty level of the papers. Experienced examiners, of whom there are many, make recommendations to the Chief Examiner on the borderline. The Chief Examiner prime marks at least 150 scripts on each paper, and during the standardisation and other processes, sees the scripts of about 300 or more other candidates. He or she also carries out a substantial number of oral examinations.

On the basis of what the Chief Examiner observes in scripts and oral tests, he or she informs the Board's officials of the borderline marks that are likely to be appropriate in the current examination, paper by paper. The officials arrange for scripts for all papers on these marks and on every mark 5 or 6 on either side of them to be made available for the award meeting. This meeting is attended by the Chief Examiner, the Chairman of the Standing Advisory Committee and three, four or more members who have experience, very often, of awarding with other GCE Boards and of awarding grades with the AEB over a number of years. Through scrutiny of these scripts a decision is reached, based on judgements of the quality of work contained in them, on the cut-off points for certain grades for each paper including the oral test. These are added together to give the aggregate mark for the borderline. A similar procedure is used for the A/B borderlines at O and A levels, the B/C and E/O borderline at A level, and the E/U borderline at O level. The intervening borderlines are worked out by reference to preceding years.

The Schools Council lays down guidelines for the percentage of candidates who should fall into each grade. Because of the nature of the entry for AEB examinations, as compared with the entry received by some of the university-based examination boards, the percentages are often very different from those laid down. Cross-membership of awarding committees with other boards and various inter-board comparability studies have shown that the smaller percentages attaining the high grades in the AEB's examinations are entirely appropriate. Nevertheless, increased entry of more able candidates would be reflected by an increased number of candidates getting A or B grades because of the procedure for awarding grades.

Statistical considerations

Only after decisions on the most important grade boundaries have been reached on the basis of the quality of work done by candidates, should reference be made to statistical factors such as distribution of marks, or percentages of candidates falling within each grade, either at the current or previous examinations. Normally, the statistical information contained in the subject and paper distributions should be used only to inform the Awarding Committee of the results of grading decisions already taken on a basis of attainment levels reached by the candidates. In cases where reference to statistics indicates that the decisions just arrived at will give rise to a grading pattern discrepant from those of previous examinations, awarders must not alter the grade boundaries without mounting a full investigation involving the Director of Research or other senior member of the Board's staff. In that way, the overriding criterion used in awarding, in accordance with the prescribed grading scheme, will be the standard of work submitted. The recommended procedure also guards against the tendency to fix grade boundaries at 'natural breaks' in the frequency distribution; a practice that can only endanger standards.

2

A Chief Examiner's View

J H Brown

(Mr Brown is Chief Examiner for Ordinary level French for the Cambridge University Examinations Syndicate.)

Chief Examiners are appointed annually by the School Examinations Committee on the recommendation of the appropriate subject committees. The term of appointment is for five years, and they are not normally eligible for re-appointment, although they may continue marking as assistant examiners. My own predecessor as Chief Examiner in French at O level served for a considerably longer period, and since my appointment in 1975, he has continued to serve as an assistant examiner. It has been normal in French to appoint by inviting one of the senior examiners in consultation with the outgoing Chief Examiner, but this cannot apply in many subjects.

I feel I must begin by quoting from the Instructions to Chief Examiners:

> 'It is the responsibility of Chief Examiners to
>
> (i) set a paper or papers and prepare a detailed marking scheme. In subjects with a number of papers, some senior examiners will share in this work, and the Secretary will consult Chief Examiners about the arrangements;
>
> (ii) preside at meetings to discuss and amend draft question papers, and to approve them for printing;
>
> (iii) advise Secretaries concerning the appointment of examiners and arrangements for team marking and co-ordination;
>
> (iv) give detailed instructions for marking and co-ordination and ensure that adequate supervision is maintained throughout the marking period;
>
> (v) co-ordinate the marking of alternative papers within a subject;
>
> (vi) advise the Awarding Committee on the numerical standards to be adopted;
>
> (vii) report on the marking of their assistant examiners and in particular, on any work which they regard as unsatisfactory;
>
> (viii) visit Cambridge near the end of the summer marking period in connection with the duties mentioned in (iii), (vi) and (vii);
>
> (ix) report, in consultation with their assistant examiners, on the work of candidates and the suitability of

> the question papers as shown by the candidate's answers and the marks awarded.'

So much for the theory. What I now propose to do is to follow through the various stages which culminate in the production of an examination paper, comparing theory with practice and stopping occasionally to digress on topics which appear interesting to me.

The first move is the receipt and acceptance of the invitation to act as Chief Examiner. The appointment is normally made some two years ahead. That is, the invitation to set papers for summer and winter examinations 1981 was made in July 1979. The Chief Examiner next receives detailed instructions regarding the papers he is invited to set, together with a date by which he must submit the first draft. In my case, I set a single paper consisting of four questions:

1. Translation from French to English.
2. Picture Essay.
3. Guided Essay. (Choice of letter, dialogue, narrative).
4. Translation from English.

Questions 3 and 4 are alternative to each other. Each question carries 30 marks, giving a total of 90. The paper is timed to take 2¼ hours. In the winter examination, the same paper is set for GCE O level and overseas School Certificate examinations.

General guidance is given to Chief Examiners concerning the type and length of the passages for translation, the need to preserve reasonable continuity of standard, and to avoid undue repetition. Yet, in selecting his passages for translation, the Chief Examiner is very much on his own. This is perhaps the most crucial and daunting of the responsibilities facing him. The choice is entirely his own. If his initial choice is good, all succeeding stages are more rewarding, and the examiner creates an examination which to some extent reflects his own personality and attitudes. Poor choice leads to mediocrity and much worse.

At this stage, it is hardly a question of rules. All I can do is attempt to discuss the considerations that I feel an examiner ought to be taking into account, and which I hope would find some part in my own deliberations.

(i) The passage should have some literary merit and the matter should provide some interest for the candidates and the appeal ought to apply equally to boys and girls.

(ii) Any matter which could conceivably give offence to any minority of candidates should be avoided.

(iii) The passage should offer a reasonable degree of difficulty. I would like to develop this point for a moment as it leads to a basic difficulty for examiners and in some cases a contradictory one. Life is easier for a Chief Examiner if he sets a paper which is not very demanding. Candidates and schools on the whole are well pleased, the Syndicate receives few adverse comments, weak candidates score rather better marks than perhaps they ought, the range of marks is consequently less wide and the examination discriminates less well than it should and is less reliable. On the other hand, a paper which presents more difficulty to the candidate will in all probability result in a more satisfactory examination from the examiner's point of view, will discriminate well between candidates throughout the ability range, but will be less popular with schools. It has been known for schools to criticise a particular question along the lines that it is found to be 'an extremely exacting test' by the less able candidates. I would prefer to see such a criticism as a compliment.

(iv) Another difficult question is the extent to which, having decided on a suitable passage, one is justified in making alterations to the passage in order to improve it as an examination piece. There are ethical, aesthetic and practical considerations. In the first place it is most unlikely that any passage could be found which would be suitable, without change of any kind, for inclusion in an O level examination. Nonetheless, the nearer one can approach this situation, the happier one must be. If it is found necessary to carry out widespread alterations, it is unlikely that the result will be worthwhile. In the first place, the quality and atmosphere are soon lost, the passage becomes an uneasy mixture of styles and there is always a danger of introducing elements which were no part of the original and for which I can see no justification.

(v) The Picture Essay (Qn.2) gets a verbal description at this stage and if eventually approved, is sent to the artist. One hopes to make the story interesting and amusing. It must be clearly understood by the overwhelming majority of candidates (although there will always be those who would attempt to interpret the pictures in the wrong order, which makes it unlikely that they will invent a convincing story). The action must be capable of being expressed with the range of vocabulary and expression available to the average O level candidate. One must look carefully at the possibility of giving the candidate any specific vocabulary items. My own feeling on this one is that one should only give vocabulary items as a last resort, and only when a particular word is unavoidably demanded and is liable to be unknown to a substantial number of candidates.

(vi) My main consideration in setting Question 3 is that all three topics should present some interest to the candidates and that all three should present a similar degree of difficulty. It is difficult to persuade candidates to attempt the dialogue (Alternative (b)) even though the situation given is of the most basic kind.

(vii) I have two comments to make about Question 4, the prose translation. Both of them spring from the fact that this question is alternative to Question 3, and although this problem is not unique to this paper, the question of comparability between two quite different activities does arise and is not easy to solve. There is a temptation for the examiner which must be resisted, as it is no part of his brief, to favour one of the alternatives at the expense of the other. If, for example, the examiner would like to see more candidates attempting the prose translation, he may, even unconsciously, set a rather easier prose to tempt the uncommitted candidates. But this is an unworthy thought. In any case the moderator would certainly check any such tendency. More important is the question of comparability. How can we be sure that a candidate does not either gain or lose, simply because he elects to do Question 3 or 4? The answer is by no means straightforward. The apparently simple solution of scaling the marks on the two questions is not sound, as it assumes that the quality of the candidates opting for Question 3 is identical with that of the candidates opting for Question 4, and this is unfortunately not so. The performance on Questions 1 and 2 of those who opt for Question 4, is clearly better than that of those who take Question 3. So it would appear reasonable that the marks on Question 4 should be somewhat higher than on Question 3, but by how much?

These thoughts are never far from my mind during the whole process of producing the examination, and dealing with the results. We are aware of the difficulty and I hope, constantly on the watch for any discrepancy.

(viii) Finally, although it is not required at this stage, I normally make a quick first draft of the marking scheme - not a very detailed one as the draft questions could well be rejected. But I find that it is not until one starts thinking in terms of marking schemes that the problems start to be revealed. If it is difficult to legislate in a marking scheme, this would indicate a strong possibility that the passage is not well-chosen. I also submit reserve questions in order to give the Moderator some choice, although I am not required to do this.

So much for the first draft. The next stage is the concern of the Moderator, and for the official statement of the role of the Moderator I turn again to the Instructions for Moderators. Moderators are appointed to represent independently the point of view of those taking the question papers. Their responsibility is not only to check that the papers are correct, but also to ensure that they are suitable for the particular groups of candidates taking them. They should call attention to unsuitable questions, including any not covered by the syllabus, and ensure that the standard of each paper, taken as a whole, is correct. It will be seen that the role of the Moderator is of great importance. It is essential that Chief Examiner and Moderator co-operate throughout the process, although they are approaching the examination from quite different points of view. Moderators are normally distinguished and experienced teachers who may or may not have already had some experience as an assistant examiner.

Among the specific questions the Moderator is required to answer are:

(i) Are the questions within the scope of the syllabus?

(ii) Does the paper test knowledge of the syllabus satisfactorily?

(iii) Is the standard of the paper suitable for candidates for whom it is intended, and is it of a similar standard to that of recent papers in the same subject?

(iv) Are the rubrics clear and in accordance with the syllabus?

(v) Are alternative questions of approximately equal difficulty?

(vi) Is it unlikely that passages set for translation, etc, will be already known to the candidates?

While this is not the full list of the responsibilities of the Moderator, it is sufficent to illustrate his importance in the eyes of the Syndicate. The Moderator is in one sense the main check on the autocracy of the Chief Examiner. To my mind, a good working relationship between the two is essential, although the Moderator must always remain independent and must always if need be take the side of the candidate against the Chief Examiner.

The next stage is for the Moderator to submit his comments to the Syndicate and for the Syndicate to return these, together with the draft papers, to the Chief Examiners. At the same time a date is fixed for the Moderation meeting. This meeting normally takes a full day, is held in Cambridge, and is attended by the Chief

Examiner, Moderator, and any other examiner who has been concerned in the setting process (usually one setter for each paper) and an officer of the Syndicate. By this stage, some six months will have passed since the original invitation to set. The purpose of the Moderation meeting is to agree the final form of the Examination Paper. The recommendations of the moderator, possibly involving replacement questions, are discussed, as are the first sketches for the picture essay. There can be a great deal of material to get through if all this is in fact left to the single day of the Moderation meeting. In practise we have evolved a method of using the whole of the intervening time between return of Moderator's comments and Moderation meeting for a process of continuous moderation, so that the formal meeting, when it comes, is relatively painless and concerned only with a small number of points which remain to be decided.

Moderator and Chief Examiner are in contact regularly during this period. This is particularly necessary if the Moderator has rejected a question or perhaps more and substantial parts of the paper need a fresh start. In this case it is essential that the new parts arrive at the same stage of moderation as the original parts in time for the moderation meeting. If the Moderator intends to reject one or more passages, he will let the Chief Examiner know immediately, so that he can have alternative questions ready and approved before the official meeting. Again, although the marking scheme is entirely the responsibility of the Chief Examiner and any other senior examiner whom he asks to assist in its preparation, I believe that the Moderator cannot fully carry out his duties and his responsibilities to the candidates unless he knows something, not only of the question paper but also of the marking scheme. With this in mind, I submit my first draft of the marking scheme to the Moderator and invite his comments and suggestions.

After the Moderation meeting we have a definitive version of the question paper which then goes forward to the printer. The Chief Examiner checks it again at proof stage, as do a number of other people including Syndicate officers and at least one native speaker.

The Chief Examiner's attention is now transferred to the preparation of the marking scheme, the general outline and some of the detail of which have already been discussed during the Moderation process. Much detail remains to be added. My next step is to send a copy of the question paper and the draft marking scheme to an experienced senior examiner. I invite him to comment on the scheme, and to make any suggestions he wishes for additions to and emendations of the scheme. I also consult native speakers on any particularly difficult points of usage.

I would like to digress for a moment on a couple of points concerning the preparation of the marking scheme. In the first place, preparing the marking scheme is even more of a Chief Examiner's monopoly than was setting the question paper, in which process the Moderator was an effective check. The marking scheme, on the other hand, is not subject to control at any stage - except possibly by irate examiners at the co-ordination meeting, by which time it would in any case be rather late. I do in fact consult with both Moderator and at least one senior examiner, although I am not required to do so. Secondly, as Chief Examiner I have enjoyed complete freedom to introduce changes, some minor, some fundamental in the marking system. Perhaps if I were to try something too extreme I would be quietly removed from office, but I have been constantly impressed at the amount of discretion allowed me by the Syndicate officers and indeed by their support and encouragement when I have wanted to consider something different. I have, for example, recently introduced an entirely new approach to the marking of compositions, very different from the previous system. There has been much interest and encouragement from officers of the Syndicate, who intend to issue notes to schools on the general principles.

To go into any further detail on the marking scheme would, I feel, become a rather technical and esoteric exercise, during the course of which we would be in danger of losing sight of the general development I am attempting to follow. I would only add on the preparation of the marking scheme that my main concern is to produce a scheme which will give virtually full marks to the excellent candidate, very few marks to the candidate who should never have been entered, and will distribute the rest widely between these extremes. Although it is not possible to award say a Grade C at exactly the same mark each year, I would not be happy to find this mark varying by very much.

A month or two before the examination date, the Syndicate invites me to submit the marking scheme. By this time I have been working on it for many months, and it is virtually ready. It is a fairly long detailed document, running to some 20 sides. I am constantly looking for ways of shortening and simplifying the scheme. On the other hand, new examiners need everything to be explicit, otherwise standardisation suffers.

The next stage is the hectic period immediately before and after the examination itself. All examiners other than those teaching in schools preparing the Syndicate's examinations receive copies of the Examination Paper and Marking Scheme at least a week before the examination date. Examiners, numbering roughly 60 in summer and 40 in winter, are also invited to send any comments on the scheme or further proposals on additions and emendations to the Chief

Examiner. They may do this either when they first look through the scheme before the examination has been taken, or immediately after the examination when they have received their allocation of scripts but before Co-ordination Meeting has taken place. During this period of, say, a week each side of the examination date, the Chief Examiner is fully occupied reading through the various points which are sent to him for decision, and typing and copying supplementary sheets which will be issued to all examiners on the day of the Co-ordinating meeting and added to the Marking Scheme.

The main Co-ordination meeting takes place a week or so after the examination is taken. It is held usually in London, is attended by all examiners, lasts one full and hard day and is conducted by the Chief Examiner. By this time, all examiners have had time to look through a number of their allocation of scripts and many will have come across further points on which the scheme is inconclusive or incomplete. Examiners are, however, warned that they must not attempt to mark any scripts before the meeting and there will inevitably be changes to the scheme during the meeting, and this would involve them in much laborious revision. On the evening before the general Co-ordination meeting, there is a preliminary meeting of the Chief Examiner and Team Leaders. It is necessary at this stage to say a word about the Team Leaders and their role, which from now on and throughout the rest of the marking period is of vital importance.

(i) Team Leaders are experienced and reliable examiners appointed on the recommendation of the Chief Examiner.

(ii) The marking of a paper with a large number of candidates is divided into teams. In the case of French, with say 60 examiners, there are ten teams, each having a team leader - the Chief Examiner being one.

(iii) The responsibilities are implied by the title. The Team Leader is responsible for the co-ordination and checking of the members of his team, the person to whom the assistant examiner first turns for help and advice.

At the preliminary Team Leaders' meeting the supplementary sheets are discussed in detail and all but a very few final decisions are made. In principle, it would be ideal to have a greater measure of democracy in the general Co-ordination Meeting, but this is not possible in view of the little time available, although it is possible to leave a small number of important decisions for discussion and final decision at the main meeting.

The day of the Co-ordination meeting is, I suppose, the highlight of the Chief Examiner's year. This is the only occasion on which he sees all his examiners together, and this is his only opportunity to explain all the intricacies of the Marking Scheme on which he has been working for more than a year. Photostat copies of selected scripts are available at the meeting for all examiners to use, both during the meeting and in subsequent co-ordination. Taking each question in turn, the Chief Examiner begins by explaining any alterations or additions to the original scheme. He then works through a number of photostat questions with all examiners together. After this, Team Leaders and assistant examiners will volunteer to work through part questions with the whole meeting, and finally all examiners will work through a number of questions by themselves, followed by discussion of any difficult points that have arisen from these particular scripts. It is still possible at this stage to amend the Marking Scheme. The same procedure is used with essays as with the translation questions. In this examination it is possible to legislate very accurately and one expects examiners to conform extremely closely to this standard.

On the morning after the general Co-ordination Meeting there is a further meeting of Team Leaders and Chief Examiner. The purpose of this meeting is to work together through the 10 additional photostat scripts which all examiners are required to mark and send to Team Leaders as soon as possible after the Co-ordination Meeting for checking and comment. Chief Examiner and Team Leaders must agree the marking of these photostats.

During the following few weeks, the Chief Examiner is acting mainly as a Team Leader. A day or two after the main Co-ordination meeting, he will receive the 10 photostat scripts from the members of his own team. These he must check in detail, make any necessary comments and return immediately to the assistant examiner, who is not permitted to carry on with his own allocation until given the go-ahead by the Team Leader. With some examiners, no further co-ordination will be needed - this will be true of a large number of experienced examiners. There, however, be others who are not conforming closely enough in a particular question in which case an explanatory note may well be sufficient, otherwise a Team Leader will ask for further scripts from the assistant examiner's own allocation until the problem has been solved. Eventually all examiners will have received permission to carry on marking their own allocation of scripts, divided into batches each of which must be submitted by a certain date. The early batches are sent direct to the Team Leaders, the later ones to Cambridge where they will be available to Team Leaders during the period of the award. The Team Leader carries out checks on the marking of each of his examiners, concentrating his efforts particularly on the work of those examiners whose work has already been slightly suspect in co-ordination. The Team Leader is checking examiners, not individual candidates or borderline cases - he has no idea where the 'borderline' is. On the basis of his checking, he is empowered to recommend scaling of the marks of any examiner. In general, scaling of the examiners is less likely in French than in some other subjects, in which impression marking plays a greater part.

In addition to his duties as a Team Leader and as an assistant examiner - the Chief Examiner has his own allocation of scripts - he may still be required during this period to act as Chief Examiner. There are good years and bad and in a good year everything runs smoothly. In a bad year almost anything can happen. An examiner can die immediately after - possibly because of - the Co-ordination meeting. Otherwise, a new examiner may prove to be totally unreliable, even impossible to contact. Emergency operations are not unknown and in any of these cases the Chief Examiner is involved in re-allocation of scripts, which involves finding other examiners willing to take on an extra load.

Immediately they have finished their marking, assistant examiners are required to send a report direct to the Chief Examiner, dealing with the following points:

(i) Standard of difficulty of various parts of the question paper compared with previous years.

(ii) Impression of the quality of the work of candidates. Any particular improvement or deterioration.

(iii) Any points of particular difficulty on this paper.

Although this involves the Chief Examiner in reading almost 60 reports, I consider it invaluable as any particular examiner, including the Chief Examiner, can be totally misled about the standard of the paper and candidates if he judges only from his own allocation of scripts. It is only by consulting all examiners that a general picture emerges. These reports are available to me before I go to Cambridge for the award meeting. I rely on them for the opinions which I voice at the award meeting and draw on them in compiling my own report on the work of candidates for the Subject Committee.

The next stage in the process is the period spent in Cambridge at the end of the marking period by Chief Examiner and Team Leaders. In recent years, Chief Examiners have spent five days in Cambridge, Team Leaders three working days. There is a great deal to be done in a short time.

(i) The standards-fixing meeting is attended by Chief and Assistant Chief Examiner in addition to the Syndicate staff. A great deal of statistical information is also provided for consultation. As Chief Examiner, I am invited to advise on the various grade boundaries for my own paper. My advice is usually accepted and my general concern is to try in general to ensure that candidates whose work I consider merits a particular grade should in fact get it. In general I believe this happens, with any error on the side of generosity which is as I think it should be. I do not pretend to understand fully the statistical complexities but firmly believe that justice is done.

(ii) Team Leaders spend most of their time with the later batches of marked scripts which have by now arrived in Cambridge. They will note the details of any scaling that has been carried out on any members of their own team and on their own recommendation. Most time is spent checking the work of examiners whose previous batches have been least satisfactory and we re-allocate these examiners among one or two different Team Leaders so that any unfavourable report which may have to be written eventually will not be the opinion of a single Team Leader.

(iii) All assistant examiners are given a grading and it is the Chief Examiner's responsibility to co-ordinate the assessments of all the Team Leaders to ensure uniformity of standards. An A, B, C, D, system is used with plus or minus symbols. Any examiner graded C is sent a letter explaining his deficiencies in some detail and hoping for an improvement in future. An examiner graded D would not be re-appointed. There is a great degree of stability among examiners of modern languages. Very few C or D grades are given, the examiners being in general very experienced and equally conscientious.

(iv) The Chief Examiner is required to submit a report to the Subject Committee on the work of candidates. Having himself received reports from all assistant examiners and team leaders, he is able to base his own report on a great deal of accumulated evidence. I try hard to approach this report objectively, and to avoid as far as possible the temptation to use it to forestall anticipated criticisms which will eventually be examined by the Subject Committee.

(v) Next comes the consideration of the apparently ever-increasing amount of so-called hard-luck-cases. Appeals for special consideration are made by schools on behalf of candidates for a wide variety of reasons which could include absence for part of the examination, difficulties in writing, speaking in the oral, hearing in the comprehension, personal accidents, sudden death of a near relative and many more. It is necessary to look into each case on its own merits and sympathetically if this is justifiable. Certainly this is not a task one can undertake lightly or tackle quickly.

(vi) Finally the few days at Cambridge are the only opportunity during the year when Chief Examiners and Team Leaders have the possibility of discussing issues of rather wider importance than the marking of one particular examination paper. This is a chance for the Chief Examiner to air new ideas, to propose and discuss new developments, modifications in the system of marking. Many of the teething troubles of any innovation can be anticipated simply by discussing them. I make full use of this possibility and indeed consider it as one of the most useful features of the period in Cambridge.

The story is still not complete although the final stages are approaching. The next one takes place after the results are known. For a period of several weeks the Syndicate receives requests from Schools about the results of individuals, groups of candidates, or possibly even their whole entry. The enquiry is normally prompted by concern over results which are appreciably below expectations, and takes the form of a request to check the accuracy of the marking and also possibly to make a short report on the work of the candidate or candidates. These requests are forwarded together with the scripts to the Chief Examiner. My own feeling is that a request for a simple check on the marking is not very useful. However convinced a candidate or school might be that his poor showing can only be explained by a temporary fit of insanity on the part of the examiner, I have yet to find a single case in which the original grade awarded was incorrect. This is surprising even to me but it is true. If on the other hand a written report is requested, at least the school or candidate will have a helpful analysis of strengths and weaknesses which could lead to a change of emphasis in the teaching, with beneficial results.

The final stage is the meeting of the Subject Committee, which in the case of modern languages normally takes place in the November after the examination in June. The Subject Committee, which consists chiefly of teachers of modern languages in schools taking the Syndicate's examinations, looks into all matters with its own subjects and is aided in its deliberations by officers of the Syndicate and chaired by a Syndic. A number of Chief Examiners are also present. All members of the Committee have received, amongst other information, copies of the question papers, criticisms of these papers from the Standing Joint Committee for Cambridge Examinations of the Joint Four Secondary Teachers' Associations and the National Union of Teachers, and the replies of Chief Examiners to these criticisms. Any criticisms thought to be of a serious nature will no doubt be discussed further, and appropriate action taken. I suppose a Chief Examiner lives in the hope that nobody will be able to find any adverse criticism of his paper, or that whatever criticism there is is not too serious and that his defence is accepted by the Committee. The most common source of criticism would be the unsuitability of a passage for translation on the grounds that:

(i) it has too stong a cultural bias,
(ii) it discriminates unfairly between boys and girls,
(iii) it (or parts of it) were too difficult or (much less likely) too easy,
(iv) it was likely to be known to the candidates,
(v) it was lacking in good taste/interest/humour/seriousness.

The Subject Committee does of course, deliberate on a number of topics which do not effect the Chief Examiners so directly. The result of the procedures outlined above is a publication with the title 'Criticisms of the Question Papers set at the Summer 19-- GCE Examinations, with Comments by the Subject Committees. With Examiners' notes on the work of the Candidates in some papers'. This pamphlet is circulated to schools for the information of all teaching staff concerned.

It is understandable that a Chief Examiner should hope to avoid serious criticism. It is also healthy that so long as he remains sensitive to the possibility of it he is likely to keep in mind the pitfalls and learn to avoid them. This accountability of the Chief Examiner is perhaps the most effective of the controls on his power or the abuse of it.

3

CSE Modern Languages: a Subjective Assessment

R J Long

(Mr Long was until recently Assistant Secretary of the East Midland Regional Examining Board. The opinions expressed in this article are the personal views of the author and should not be taken as necessarily the official view of the East Midland Regional Examinations Board.)

> **'The challenge is to the teachers, to the Examining Boards and to the Secondary Schools Examinations Council: Can these different agencies work continuously and closely together to create and manage a national examinations system which will be the servant of the schools and not their master, and which will at the same time meet society's clearly expressed wish to have more information about the attainments of a widening band of school leavers?'.[1]**

Those who may have thought that this quotation comes from the Waddell Report can be forgiven, on the grounds that the question is as relevant in the present context of a common system of examining at 16+ as it was when posed in 1963. After fifteen years of CSE examinations has the answer become clear? As far as Modern Languages are concerned perhaps not. A recent H.M.I. survey of Secondary Schools[2] makes it plain that public examinations are a major pre-occupation and that 'too many schools and too many teachers and pupils are concerned with the pursuit of examination success to the relative neglect of all other considerations'.

The report finds that in French, for instance, of the one third or so of pupils who continue with the language beyond the 'third year option' nearly 40% are prepared for GCE O level, a similar proportion for CSE; and a further 20% are taught in mixed CSE and O level groups. Very few schools provide non-examination courses in Modern Languages beyond the third year.[3]

Over the same period of time in which the CSE was being developed the extension of comprehensive education began to expose an increasing section of the school population to Modern Languages. For a large proportion of these new language learners the CSE ought to be providing both an incentive and a measure of achievement. How well does the examination fulfil these roles?. Despite the finding that over 95% of all pupils are introduced to a foreign language nowadays at some stage in their school career, the survey confirms that only about 35% of pupils take this beyond their third year. If 20% take O level courses, only 15% or so are taking CSE, an examination which was intended to cater for 40% of the population (CSE is supposed to assess pupils from the 80th to the 40th percentile of the ability range).

The overwhelming predominance of the examination syndrome is made worse for Modern Languages by the inability to distinguish between the GCE and CSE examinations except in terms of standards. The CSE is perceived as a 'watered-down' O level course both in the minds of society, and of most language teachers. Yet the examination was intended to be different in kind as well as different in standards. The very definition of Grade 1 makes this clear: a standard such that the candidate might reasonably have secured Grade A, B or C ordinary level of the GCE examination had he followed a course leading to that examination. By implication that CSE candidate's course is different, though with some equivalence in so far as the standard for Grade 1 is comparable with the standard for an O level pass.

This lack of differentiation might explain the very high drop-out rate. 'The fact that so many pupils abandon the study of a foreign language suggests that attitudes to language learning at 14 years of age are not generally positive and that there is little motivation. Languages are 'hard' subjects with the standards of the native speaker as a comparative measurement. Foreign countries are difficult or expensive to visit even today, and most foreigners, certainly those with whom most people come into contact, seem able to speak English anyway.'[4] The CSE examination ought not to contribute to this attitude, rather, it should provide appropriate goals, and attainable aspirations for those who are not considered the 'academic linguists' of a type fostered by the GCE system; and this, of course, means the majority of the population.

There is another statement in Examinations Bulletin 1 which although couched in general terms has particular relevance for modern linguists: 'For many teachers both the challenge and opportunity (of CSE) will involve a further extension of professional knowledge and experience beyond the confines of the classroom. They will be asked to enter a world of examining techniques, calibration procedures, techniques for the validation of standards, research and development and the like. But the nettle must be grasped. The CSE will not long remain effectively controlled by teachers if techniques are allowed to dominate objectives: the teachers must therefore equip themselves to understand means as well ends so that their control of the examination starts and remains sure and firm'.[5] This has turned out to be remarkably prophetic, but the reasons are not obvious. The implication is that teachers must become proficient in the techniques of assessment in order to control the examination. In this respect a great deal of success has been achieved. Teachers have begun to master the art of oral examining, for example, to the extent that even some of the GCE Boards are now beginning to allow schools to do their own testing. Much time and effort has been expended on the problems of accurate assessment. There is little doubt that examinations have become more reliable as a result of the introduction of objective testing, and the isolation of discrete skills. But techniques, alas, have predominated over the objectives. Having spend fifteen years developing the 'means' it is unfortunate that little or no thought has been given to the 'ends'.

Unless the objectives of the examination are clearly defined and differentiated one can only expect confusion in the minds of the users of the certificates; and this confusion manifests itself most obviously in a lack of understanding of the meanings of GCE grades. After a decade and a half of development work it is still not possible to use the grading system as a description of performance. Society has a fairly clear idea of what it expects from language examinations; though it must be admitted that although these notions of the outcome of the curriculum and examination processes are clear, they are at the same time totally unrealistic.

Perhaps this is what frightens teachers away from innovative objectives when they are offered the chance to write CSE syllabuses. It is interesting that in Modern Languages the 'take-up' of the Mode 2 and Mode 3 provision at CSE (i.e. the chance for schools to write their own schemes of examination) has been very small. There is an overwhelming preference expressed for the Board's external Mode 1 syllabus. This conservatism is to some extent explained by an almost universal inability to come to terms with the realistic aspirations of the majority of language learners. Take for instance the HMI. In their discussion document 'Modern Languages in Comprehensive Schools'[6] based on a survey as recent as 1975-6 the following tripartite division of Modern Language students at secondary level is given (apparently in the form of 'differentiated' objectives):

1. Those who will normally take and pass O level and achieve high standards in all four language skills of speaking, writing and aural and reading comprehension.

2. A second group with similar aims but at a rather lower and less sophisticated level.

3. Those following shorter courses, of whom the abler should be able to understand a native speaker using familiar language at near normal speed, to read letters, notices and simple foreign texts, and to ask and respond to specific questions of a phrase book nature, and to write simple letters about themselves.

Which of these three definitions encompasses the CSE candidate? Those who may feel that the answer is obvious are advised to read on: 'the least able children, it is suggested, should be able to understand concrete, elementary, everyday language used in a number of specified situations, be capable of recognising the names of shops, labels, products and signs, and have a very limited phrase book command of the language. In most cases they would communicate by using English. Writing would serve only as an aid to memorising, and would not constitute a goal in itself. Language work would form part of a course designed to stimulate lively curiosity about, and some feeling for the people of the country'. Those readers not entirely familiar with the typical CSE Grade 4 candidate - around whom, incidentally, the whole of the examination was intended to be built - may be excused if they have not realised that categories 1, 2 and even 3 above imply standards somewhat above those of the target group for whom CSE was devised; and that 'your average child' - (which is a definition of the CSE Grade 4) would find himself, in these terms, described amongst 'the least able'. Then again, in educational circles, as opposed to statistical ones 'average' has always equated with 'poor', and is a term of abuse. Note in category 2 (which was obviously intended to equal 'the CSE child') the use of the euphemism 'less sophisticated level' which is to be taken to mean 'failure to achieve high standards'.

Interestingly, since 1976 there seems to have been some change in attitude, for in 1979, the HMI were giving this definition of the goals for language learners in secondary schools:
'The great need of this country is not for many more highly specialised linguists, except in the teaching profession, but for more people, particularly men (this is a reference to the fact that language learning is increasingly more popular amongst girls, rather than with boys), who can at social and professional levels:

(a) understand a foreign language spoken at native speed;
(b) be able to reply to a native speaker and sustain a conversation with reasonably fluency and accuracy;
(c) read the foreign language with ease.

You notice that I do not mention writing. This is deliberate. Writing may be a useful exercise in accuracy in school but correspondence can generally be carried on much more accurately in the writer's own language or by means of professionally prepared translations'.[7]

As Waddell suggests,[8] in an otherwise meagre analysis of the requirements of language examinations at 16+, language teachers, at least in examination terms, may not be entirely familiar with 'your average child':

'Candidates preparing for public examinations in Modern Languages at 16+ come almost entirely from the 100th to the 60th percentile of the ability range'. If it is true then it must surely be difficult for a CSE Board to justify the award of many Grade 4's in Modern Languages, or indeed any awards at all below that grade. The figures for the East Midlands for 1979 in French may be illuminating in this respect (They are fairly characteristic of CSE results in general).
Percentage of candidates obtaining the various grades
Grade 1 - 16.8; Grade 2 - 28.6; Grade 3 - 27.0; Grade 4 - 15.9;
Grade 5 - 9.2; ungraded - 2.5

On the basis of the foregoing analysis, then, CSE Modern Languages presents a curious picture of an examination which is nondescript in its standards; ill-defined in its grading; misdirected in the objectives which it offers its candidates; underused; undervalued; and misunderstood. There is, however, another side to the coin. The following statistics[9] and examples are taken from the East Midlands region, but there is evidence to suggest that they are quite typical of CSE in other parts of the country, and they show a very different picture from that which has been painted above.

CSE French ranks sixth in popularity in a table of 41 major subjects (if we exclude English and Mathematics), and is on a par with Art, Biology and Physics. 18% of the total CSE candidature enters for French, and only two other 'optional' subjects have a significantly higher entry (Geography 26%, History 24%). French is much more popular, as a CSE subject, than Homecraft, Metalwork, Social Studies, Chemistry or Typewriting, for example.

In 1978 statistics were obtained for a sample of candidates who had been entered for both O level and CSE in French and German. There was a high degree of correlation between their results. Grade 1 CSE does seem to equate with O level grades A, B or C. Another piece of research which the Board undertook in 1978 sought to compare the performance of candidates in French and German with their performance in other subjects, since it has long been felt both at CSE and at O level that examinations in Modern Languages make appreciably higher demands upon candidates than do other subjects. This hypothesis was borne out when it was found that a grade in French was significantly lower for any given candidate than his average grade for all other subjects taken. For German there was an even more marked discrepancy in the level of difficulty of the subject, as compared with a range of others.

Over the past few years the proportion of candidates obtaining a Grade 1 in French and German has shown a noticeable and steady increase. Thus while dual entry comparisons remain good, standards can be seen to be improving (assuming, of course, that the O level standard, by which a comparison is made, has not itself begun to slip).

Finally, and most significantly, the Modern Languages Syllabuses have undergone considerable revision, the effects of which will be noticed for the first time with the 1980 examination. Aims and objectives have been written in behavioural terms - although there is still a long way to go before they can be said to encapsulate the necessary degree of specificity to enable them to be used as performance criteria. The scheme of assessment attempts to test discrete skills, and although this is not particularly innovatory in itself, criteria are given for the determination of the standards of performance in subjective elements of the scheme (the oral test, and productive writing). Here again, however, some refining of the definitions will no doubt follow as experience reveals the extent of their usefulness.

There is an attempt to define the content of the syllabus, both in terms of the situational use of language, and with a list of required structures. A lexis was not included, but there is pressure from teachers for this to be added to a revised draft of the syllabus. In the construction of the syllabus, nevertheless, timidity asserted itself over logic in a number of instances. The weighting of the four macro-skills was the subject of much debate. Some teachers wished to avoid altogether the requirement for the candidate to write in the language. Others wished to see the percentage of marks available for this skill reduced. A third section of opinion would have had more marks assigned to the oral test, but in the end a compromise position was reached whereby each of the four skills (listening, reading, speaking and writing) are given equal weight. It is encouraging, however, that the new syllabus is recognised as only an intermediate stage in the formulation of specific, realistic and worthwhile objectives for CSE language teachers.

In parallel with the development of this new approach to the CSE itself the Board is engaged in development work on graded objectives. If language learning is to be encouraged it seems likely that more incentives are needed. One way in which achievement can be recognised at intermediate levels of development is to signify the competence achieved by awarding grades of attainment which are expressed in performance terms. Until we are able to say what it is that the holder of a given grade, in a Modern Language examination can actually do, as opposed to the inference that he is relatively 'better' or 'worse' in some general sense than the holder of another grade, little further progress will be made. But the signs of realism are emerging, and the future for language learners, whether at CSE or at any other level,looks a great deal brighter than it has done in recent years.

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4

A Common Examination at 16+

B Park

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Introduction

A 16+ Examination in French has been available to pupils in the North of England since 1974. This article traces the history of its development since 1971 as seen through the eyes of one firm protagonist of 16+ examinations, or the 'single system' as envisaged in Waddell.

The present syllabus is an amalgam of two feasibility studies, the London University/Yorkshire Regional Examinations Board study, which resulted in experimental examinations in 1974 and 1975, and the study mounted by the North Western Consortium including the Joint Matriculation Board, Associated Lancashire Schools Examining Board, North West Regional Examinations Board and the West Yorkshire and Lindsey Regional Examinations Board in the same period. In 1975, the NWREB dropped out of the North Western Consortium, and at the same time the YREB joined it. This grouping has continued until now, operating a 16+ examination which it has been agreed will continue until a firm decision is made by the Secretary of State about the future of 16+ examinations as a whole.

Broadly speaking there are six stages to cover in devising a syllabus and then setting a paper for a public examination, namely:

1. identification of the target population,
2. consideration of the skills and mark-weightings,
3. definition of the syllabus content,
4. consideration of the most appropriate examining techniques,
5. setting the papers and devising marking schemes,
6. preparing detailed instructions to teachers for the conduct of the examinations, especially the oral.

There is a logic in the above sequence and it is particularly important that 4 should follow 2 and 3, so that the examination reflects the best teaching practice, and does not simply dictate to teachers what they should teach.

Target population

Notionally, this was defined as those pupils currently entered for CSE and GCE Ordinary level, who in theory should come from the 100th - 40th percentile of the ability. In practice, however, only something like the top 40% of pupils (i.e. 100th to 60th percentile) are entered, owing to the high drop-out rate in Modern Languages at the age of 14+ (see Waddell Report, Part II, page 44, paragraph 134). In 1979 there is little evidence to suggest a change in the target population over the previous 5 years.

Skills and mark-weightings

There is little difficulty in defining the skills. The problem is to decide which skills are most appropriate for which ability levels, and in particular how relevant is the skill of writing. The last point continues to be somewhat contentious, especially when mark-weightings are discussed. A compromise was made in the London/YREB consortium, which attached equal weightings to the four language skills and ruled out the assessment of Background Studies as being incapable of satisfactory, reliable assessment. The notion of equal weightings on the four skills has been carried through into the present 16+ French syllabus.

Syllabus

The notion of a defined syllabus was fairly new in 1971, although a number of sources existed for the London/YREB group to draw upon, such as le Francais Fondamental 1 and 2 and various Nuffield word-counts. Exploring a little more deeply into the question of definition, the group appreciated that first they had to concentrate upon giving teachers an accurate description of the sort of language which would be tested in the examination and that this description would vary from skill to skill. The approach made was first to concentrate upon topics which would be covered in the oral examination: personal details for question and answer patterns, 'survival' situations that a pupil would find himself in, when and if he went abroad. After this, the group concentrated on the structures that pupils would have to master and during this process it became clear that these would be tested largely in the written and oral examinations i.e. the productive skills. At one time an attempt was made to classify structures as 'active' or 'passive', but the artificiality of this approach soon became apparent, largely because of the wide ability range under consideration which meant that structures which for an able pupil could be regarded as 'active' would not be used by a Grade 4 CSE pupil, who might perhaps nevertheless comprehend them.

Having produced a list of structures the last hurdle to face was the use of vocabulary. Faced with the almost complete absence of defined vocabulary lists in the modern language syllabuses of GCE and CSE Boards, the teachers pressed strongly for the inclusion of a basic vocabulary. The disadvantage that this might encourage 'cramming' and learning by rote was felt to be heavily outweighed by the advantage that teachers could at last have a clear idea of what language their pupils would be expected to produce in a French examination. Moreover the chief examiners for the oral and written papers would also have clearly prescribed parameters for the constructions of their tests.

Examining techniques

The most important constraint on all the 16+ French Working Parties was that although they were charged to experiment and innovate, they had at the same time to produce operational examinations which would bear comparison with their CSE and GCE equivalents. The examinations produced would have to discriminate sufficiently for members of the Working Parties to determine grade boundaries across the full GCE/CSE ability range. It was also felt essential to test the skills in isolation as far as possible so that the desired mark-weightings could be observed. Close regard was paid to validity and reliability and the Working Party accepted the need to keep both these concepts to the fore in choosing the techniques. For example, prose translation - though more reliable than many techniques - was rejected because it failed totally on the grounds of validity. Open-ended questions in French on a comprehension passage were rejected on the grounds that though valid as a teaching technique, they could not be marked with sufficient reliability, nor could one easily apportion mark weightings to such a mixture of the two skills of writing and reading comprehension. Dictation was rejected also on the latter grounds. Reading aloud was felt to be totally invalid. What, one may well ask, was there left?

Listening comprehension

From the outset there was a clear preference for multiple choice questions, largely for their reliability in marking, the variety of techniques available and the comparatively wide area of the syllabus tested, since pupils would not waste time writing down their answers. The original test specifications allowed for two tape-recorded tests each of 20 minutes, but this has now been modified to one test of approximately 30 minutes. It is perhaps in this test that the least able candidates are under the greatest strain because of the relentless pressure of the tape, whilst the brightest candidates can mentally switch off because they do not need to hear the 'repeats'. Nevertheless, the tests were successful discriminators and were constructed using detailed specification grids and following the traditional method of construction by a team of item writers, 'shredding' meeting, pre-test, further 'shredding' and editing before finally appearing in the examination after a close scrutiny by the Working Party. Teachers who feel that Boards use objective tests in order to save money simply do not count the cost in time and fees which is required to do the job properly!

The testing techniques were selected from a range to permit the rather subjective division into detailed comprehension of lexical items and specific constructions and gist comprehension of longer dialogues or narratives. About 30 questions were included in all, 15 on short items, the remainder on the dialogues. Short items included the following types:

Where are the speakers?
Example: - Je veux me plaindre, monsieur. Le chauffage ne fonctionne pas et dans ma chambre il fait très froid.

- Je regrette, madame, on fait de son mieux pour le réparer. Voulez-vous d'autres couvertures?

A. Dans un atelier.
B. Dans un hotel.
C. Dans un sauna.
D. Dans un garage.

Who is speaking?
Example: - Avec le biftek je vais prendre une bouteille de vin rouge.

A. Un garçon de cafe.
B. Un chef de cuisine.
C. Un client dans un restaurant.
D. Un marchand de vin.

Rejoinder items
Example: - Comment allez-vous à l'école le matin?

A. A neuf heures.
B. C'est loin.
C. A pied.
D. Je l'aime bien.

This last technique was tried out successfully using 'all-heard' items, i.e. ones in which the candidate is not shown the four options in printed form in a booklet. Removing the printed word was found not to increase the difficulty level significantly, and the technique does discriminate very effectively. Care was taken in this technique not to produce options which were too long and which might therefore produce too great a strain on the pupils' short-term memory. Options were always in French.

Reading Comprehension

The Working Party felt that there was an even stronger case here for using multiple-choice techniques, with the same division into detailed and gist comprehension.

Oral test

In selecting the techniques a balance had to be struck between flexibility, in order to allow for the wide ability range present in the examination, and control, in order to permit the examiners to mark to an acceptable standard of reliability. It was felt important to test the pupils' ability to ask as well as to answer questions, to perform an oral narrative based upon a picture sequence and to take part in a brief conversation. As a result, the oral is carefully structured into four sections of differing degrees of difficulty, is conducted and taped by the teacher in school and all tapes sent to external examiners for marking.

The four sections of the oral are as follows, and are taken in the order given below, allowing approximately 10 minutes' examination time per candidate:

(a) Role-playing

Candidates perform two roles of the type illustrated, with the teacher taking an active part. The roles are intended as a fairly easy start to the test and to give pupils the necessary confidence to perform at their best. The teachers' responses are also structured - partly to assist the teacher conducting the test and partly to improve the reliability of the assessment.

Candidate's instructions

You are helping your pen-friend (played by your teacher) to plan a party.

(a) **He thanks you for helping him.**
You ask whether he has invited many of his friends.

(b) **He says about twenty.**
You ask him what there is to drink.

(c) **He tells you he has some wine, cider, Coke, etc.**
You offer to buy bread, cheese and tomatoes.

Teacher's responses

Vous aidez votre correspondant à organiser une surprise-party.
Moi, je suis votre correspondant.

(a) Merci bien de m'avoir aidé.
(b) Oh, une vingtaine...
(c) Il y a du vin, du cidre, du Coca-Cola, et ainsi de suite... Merci beaucoup.

(b) Oral narrative

This a more searching test in which pupils are expected to narrate a story based on a 6-frame picture sequence, with as little prompting from the teacher as possible. For parts (a) and (b) approximately 10 minutes' preparation time is allowed to each pupil.

(c) Questions on a picture

This section is a fairly standard series of five structured questions on a single picture.

(d) Conversation

The teacher is then asked to conduct a conversation on one or two topics, depending on the interests and abilities of the pupils under examination. The topics are the two prescribed by the pictures used in (b) and/or (c). For weaker candidates, teachers may confine themselves to questions on the pictures. For the more able pupils the teacher is asked to structure the conversation carefully so that pupils can display a range of vocabulary and idiom and a command of tenses other than the present. This section is intended to last three minutes in all.

The oral examination as a whole is treated as a confidential examination, and in order to accommodate large entries from some schools, six complete sessions are time-tabled each year, with a different set of tests for each. This presents considerable problems to the teachers and chief examiner in producing tests of comparable difficulty, but is felt to be preferable to any alternative arrangements which must inevitably run the risk of a breach of security, however slight.

Writing

The London/YREB consortium produced a structured paper in three sections, with all questions compulsory. Section 1, for the weaker pupils, consisted of five pictures, with two questions on each designed to test simple structures and/or vocabulary. Full sentence answers were not obligatory. Section 2 consisted of a letter in simple French which included a number of questions. The pupil was required to write a letter in reply, answering the questions. Section 3 consisted of the traditional 6-frame picture sequence.

The North Western consortium until recently included a paper with two questions - a stimulus letter to be answered and a picture composition. However it intends to include questions on individual pictures as well, from 1981.

Marking the examination

All four examinations carry equal weighting, and raw marks are scaled to a total of 60 per paper, making 240 maximum. Since the objective tests have been thoroughly pre-tested, they present few problems in marking, and are designed to be marked mechanically by an optical scanner.

The oral test presents greater problems, partly because of its complexity, and partly because oral assessment is of its nature rather subjective. In 1980 the role-playing and conversation sections will carry equal weighting (6%), the questions on a picture 5% and the oral narrative 8%. Two sections follow a structured mark scheme in which penalties are deducted for errors i.e. in the role-playing and questions on a picture. The oral narrative and conversation sections are marked using a positive approach, and allocating marks under three categories, fluency/accent, grammar/structure and subject matter/lexis. Each of these three carries equal weighting and is marked by impression.

The written paper is the most difficult to assess fairly, and following the experience of the 1977 examination which resulted in poor discrimination for this paper, a radically different approach was adopted.

At that period the paper consisted of two sections, a letter and a picture composition. For convenience, a raw mark total of 120 was used and later scaled to produce the proper weighting. Within this total, the composition was allocated 70 marks and the letter 50. The scheme was devised with three broad aims in mind:

to reward pupils for use of good idiom and vocabulary;
to penalise errors of grammar and lexis;
to permit examiners to do this and yet maintain a consistent standard of marking.

After many hour of discussion, the Working Party eventually agreed upon certain principles:

(a) It was necessary to keep strictly to the word limits of 130-150 for the composition and 90-100 for the letter, with a penalty for short answers and an instruction to examiners to ignore any material above the maximum;

(b) The penalty system should focus on major grammatical and spelling errors, ignoring the misuse of apostrophe, hyphen and accent - with the single exception of 'e' for 'e' in the perfect tense, which would be penalised 1 full mark;

(c) Bonus marks should be awarded for the use of good idiom, vocabulary and variety of tense, but only if the word or phrase used was spelt correctly and used appropriately;

(d) Totally irrelevant or needlessly repetitive material should be penalised;

(e) Marks should be given in the letter for the relevance of the answers to questions.

The consequence of this scheme was for assistant examiners fairly drastic, since the marking of essays and letters now begins with a word-count! It is perhaps worth illustrating the method used with an example of how an essay is marked.

The essay would first be divided into 5 sections of 26 words, using the definition of a word as anything falling between two spaces. For example, 'est-ce qu'il' equals two words. The first four sections are marked off with a single vertical line, the fifth with a double vertical line, to indicate the minimum length of 130 words. Examiners then count a further 20 words and mark a triple vertical line after the 150th word. Anything written beyond the 150th word is totally ignored. During the word-count, the examiner brackets off any irrelevant material or any undue repetition and then omits the bracketed sections from the word-count. For example, a candidate would be permitted, indeed should be encouraged, to invent names for let us say the four characters in a picture composition, but if in practice every other sentence began: 'Paul et Marie et Claude et Annette', the examiner would be obliged to ignore what could be reasonably regarded as needless repetition. Similarly, the candidate who invented a deaf cinema cashier was felt to be using undue repetition. The dialogue went roughly as follows:

> "Quatre billets de balcon, s'il vous plaît, madame."
> "Pardon?"
> "Quatre billets de balcon, s'il vous plaît, madame."

The last exchange was ignored, but a bonus mark was given for the use of appropriate dialogue!

The purpose of dividing the essay into the first five sections is to prevent condidates losing too many marks if they make a flood of errors in one particular sentence or paragraph. Each section carries nine marks, making a total of 45 in all for penalties. The examiner simply deducts one mark per error, marking each section out of nine. Repeated or consequential errors are ignored, for example:
'elle a parti' would lose one mark only.

Bonus marks are awarded over the maximum of 150 words. A prescribed list would be impossible to publish, but the sort of expressions and structures looked for include:

> use of pronouns - direct and indirect object, after a preposition,
> reflexive pronouns (in an infinitive construction only),
> variety of tense,
> use of subordinate clauses,
> infinitive constructions,
> good idiom,
> dialogue,
> correct agreements of adjective and past participle.

Under "variety of tense", the examiner first has to establish what is the main tense the candidate has used, since "variety" is interpreted as "tenses additional to the main tense used". Moreover, since candidates are expected to write in the past tense in the essay question, a penalty of five marks is deducted from the 45 mentioned earlier where pupils use only the present. Bonus marks are given up to a maximum of 25. One might ask why have 45 penalties and only 25 for bonus marks? The answer has to be that in practice this seemed to be a fair division given the quality of work being offered. This breakdown of marks was fixed after many hours of trial marking and discussion. It works reasonably well in practice and produces a good spread of marks for the examination, with exceptional candidates scoring 65 or more out of 70 and few if any candidates scoring no marks at all.

Conclusions

This is perhaps a moment to pause and reflect upon what has been achieved so far. We can point to positive steps in providing a public examination at 16+ which schools in the north of England appear to find attractive. There has been a steady increase in the entry as these figures show:

1977 - 6,389; 1978 - 7,336;
1979 - 9,131; 1980 - 11,500; (estimate)

The very process of syllabus definition has forced Working Party members and chief examiners to look in greater detail than ever before at examination construction and particularly at the sort of language that pupils are required to produce. The amount of detail in the syllabus is welcomed by the majority of teachers, although one consequence of the oral test has been a request which the YREB has tried to meet, of running one-day training courses for teachers in the gentle art of oral examining. Seven such courses were run in 1978, and a further series is planned for 1980. Inevitably this puts an additional strain on the Board's staff, but it is felt to be desirable, indeed possibly essential, to provide a back-up service of this nature in the interests of both pupils and teachers alike.

Clearly, the 16+ Working Party, in designing such a detailed syllabus, might be thought of as having moved into the area of curriculum development. The intention, as always, is for the examination to reflect the best in current teaching practice, rather than to dictate to teachers what they must teach. The teacher members of the Working Party are very sensitive to this problem and so far the syllabus has met with an enthusiastic response from the majority of users.

What of public examinations and the Graded Objectives movement? In the YREB we have only one year's experience of a CSE Mode 3, on which the full range of grades was awarded this year. The effect of the new approach in the York schools has been dramatic, and indications are that the fall-out of pupils aged 14+ has been reduced to an extent that figures of from 70% to 90% of pupils taking French as a fourth year option have been quoted from individual schools. This evidence is in stark contrast to the figures quoted in Waddell and will undoubtedly have direct consequence for the numbers of pupils taught and presumably entered for future CSE examinations by those schools.

Finally, has the 16+ examination merely succeeded in providing only partial answers to what some would regard as the wrong set of questions? Is in fact the next logical step from greater syllabus definition to be a move away from largely norm-referenced testing to essentially criterion-referenced testing? This would certainly be an obvious move in terms of a linear subject, such as a modern language, although one can see problems for this approach in other academic subjects. Recent CSE cross-moderation exercises have identified the question of criteria definition as being a particularly thorny subject, and it is hoped that one fruitful outcome of the approach made recently by GOML to the examining boards will be an investigation into ways in which realistic goals in language learning can be determined and criteria described. Profile reporting might not be a satisfactory solution in that too much detail on a profile might well confuse rather than enlighten the average employer or other users of the certificate, who still want to see an easily understood number of subjects at Ordinary level Grade C and above. However, a greater emphasis on criteria to be met and the mastery of certain language skills would certainly encourage a better response from pupils and could probably result in grades being awarded even under the present system of examining with as great a degree of reliability as can be obtained through traditional methods of examining.

5

Modern Language Examinations: Some Teachers' Views

A Moys

(Alan Moys is Deputy Director of CILT)

A small scale survey was conducted by CILT in 1979, with the object of obtaining the opinions of teachers about the modern language examinations they used. A questionnaire was circulated to about 300 teachers in different parts of the country. 178 replies were received, many from heads of departments on behalf of their colleagues. Comments were received on CSE, O, AO, 16+, and A level; however, the majority referred to O and CSE, and this article will concern itself only with these returns.

At O level, comments were received on five boards, as follows:

AEB	- 73 replies (64 on Syllabus I)
Cambridge	- 26 replies
JMB	- 36 replies
London	- 11 replies
Oxford	- 19 replies (17 on basic syllabus)

At CSE level, the boards covered were

East Anglia	- 25 replies
Southern	- 12 " "
South West	- 12 " "
North	- 6 " "
South East	- 11 " "
Middlesex	- 4 " "
North West	- 5 " "
East Midland	- 10 " "
West Midlands	- 6 " "
Assoc. Lancashire	- 3 " "
West Yorks. & Lindsey	- 3 " "
Yorkshire	- 1 reply

There were only 5 replies relating to the 16+ examination, so no general conclusions are possible in this case.

Respondents were asked a series of questions, involving not simply Yes/No answers. In reporting the picture which emerges, we will give wherever possible:

a. a numerical indication of the responses;
b. an indication of any major variations between O and CSE;
c. quotations representative of the contrasting viewpoints.

Question I: In what respect does the examination influence your teaching, either positively or negatively?

Predictably, many teachers 'answered both parts of the question' indicating both positive and negative effects. The most commonly expressed positive influence was that the examination represented a target to aim for, a powerful motivating force for pupils. It was rare to find positive influences being identified in 'linguistic' or 'skill' terms, however. On the negative side, comments were centred largely on the constraining effect of being required to devote most of the time to practising specific examination tasks. Given the open-ended nature of this question, it is not possible to give an exact numerical distribution of the opinions expressed. However, a coarse division indicated that expressions of positive and negative influence were evenly balanced, with slightly more weight given to positive effects both in the case of GCE O level and CSE.

The following quotations are typical:

'It helps to ensure that students have a sound basis in grammar and vocabulary, which is particularly valuable if they intend to continue study beyond O level.'
'Gives us a goal. Does not 'hold us back' in any way'.
'Negative influence - a great change from Years 1-3, where enjoyment is of prime importance, to a grammar slog and practice of skills needed for examinations. Feel a need to press on and cover the syllabus'.
'Tends to be restrictive in the way it encourages coaching in examination-answering techniques and in the excessive emphasis it places on grammatical accuracy'.

Question 2: What are your views on its present form? Would you like to see it changed? Would you like to see it remain as it is?

A majority of teachers replying wished the examination to remain in its present form (83 to 74 at O level; 36 to 26 for CSE). Although the 'voting' is broadly similar for O and CSE, the comments are very different. Those satisfied with CSE observed in many cases that the examination had recently changed in response to teachers requests. The majority of teachers favouring change at CSE level were advocating changes of detail rather than "root and branch" alterations. However, some respondents (8 out of 26 seeking change) thought the CSE examination too difficult, and wanted more emphasis on receptive skills.

At O level, the picture was more varied. Those favouring retention of the existing examination tended to add little in justification of their viewpoint. Presumably, as satisfied customers, they did not feel the same need to elaborate their reasons as did those who were advocating change. Positive comments are typified by the following:
'We find that the examination is a positive stimulus to our work and provides us with worthwhile standards to aim at'.

In more specific terms :
'Obviously it encourages practice of examination skills: all positive effects, I think: translation requires accuracy, compositions fluency, comprehension a wide passive vocabulary. Oral examination requires specific practice - more purposeful than it used to be'.

On the other hand, the substantial minority requesting change at O level (75 against 83) fell into two roughly equal groups: those who felt that the examination tested the wrong skills, or in the wrong way, or with the wrong balance of marks; and those who wanted to see specific changes to individual papers. Interestingly, there was frequent criticism by this latter group of multiple-choice testing; of the dictation which no one wanted to retain; and of the artificiality of some parts of the oral examination. The JMB Syllabus B pattern of 100 questions was widely criticised by its users.

The following are typical of the replies from those wishing to change the examination at O level:
'We have tried this sort of examination (JMB Syllabus B) and have abandoned it because the preparation deteriorated into cramming of answers to the 100 oral questions, and the attempting of past multiple-choice tests which evaluated mental deviousness more than linguistic skill'.

'In my view the O level syllabuses I have seen are a major demotivating factor in language learning. The content and type of language used is not relevant to the average fifth former's experience and will certainly not equip him to do much if he should ever set foot in France'.

That opinions are deeply divided is illustrated by the following contrasting statements about the AEB Syllabus II 'Use of French' section:
'I am unhappy about the AEB 'Use of French' question. It is difficult to convey these requirements meaningfully to average O level candidates, and so many course book comprehension questions are comprehension questions and not tests in the use of language - which is the subtle AEB distinction'.
'I like these examinations very much, expecially the 'Use of Language' papers which require the student to manipulate the language .

Question 3: Are you aware of ways in which you may communicate your views to the board?

Question 4: Have you ever done so? How?

In the case of O level, 126 respondents said they did know how to communicate with the board, against 34 who did not. 93 had done so, 68 had not. Of those who had communicated with the board, 20% mentioned specifically that they had done so through their teachers' union. About 5% complained of receiving no reply or an inadequate reply. A slightly smaller number remarked upon the helpfulness of the reply received.

For CSE, a higher proportion of respondents were aware of how to communicate with their board, and a far higher proportion had done so. This result is predictable, given the 'teacher-controlled' concept of CSE. Local consultative meetings were appreciated as a means of passing on teacher reaction to examinations.

Question 5: Comment on the information you receive about the examinations, its content and procedures. Is it sufficient/insufficient?

Of the users of O level, 93 said 'sufficient', while 68 replied 'insufficient'. There was a widespread plea for more information about marking schemes, methods, and criteria, even from those who pronounced themselves satisfied with the overall situation. There was general satisfaction about information on procedures, and most teachers felt that information about changes arrived in good time. However, in some cases (e.g. AEB oral) respondents complained of the secretiveness of the boards.

At CSE level there was general satisfaction about the amount of information received. Indeed, a number of replies complained of receiving too much information (i.e. too many separate communications), and a few thought the information, and frequent changes, confusing.

Question 6: Do you have a clear picture of what you are to 'cover' for the examination?

For O level, 100 respondents said they had a clear picture, while 41 said they did not. The 'Yes' replies were attributed in some cases to the action of some boards in providing some form of syllabus definition; in others to 'experience'. Many of these answering 'No' were new to the examination concerned. A number also commented wrily that examiner-colleagues had a clearer idea than other teachers about what to cover. At CSE level, 70 out of 91 replies were positive, reflecting the generally greater amount of support information available from the CSE boards.

The following responses are representative of the two viewpoints:
'The picture is clear enough, based on past papers and experience, but what is infuriating is when papers include key words which are

unusual and which refer to things outside the experience of the candidates, e.g. garde champetre; contrebandier'.

'The new defined content syllabus should help. In the past we have been dependent on experience, straws in the wind, and what could be gleaned from a study of past papers'.

'I am kept constantly in the picture'.

'Yes, I have a clear picture: but wish boards would take a much more critical look at what should constitute an average secondary school language course and examination. Their obsession with grammatical gymnastics is most depressing'.

Question 7: Is the examination consistent from year to year?

At O level, the answer from this survey was emphatically positive (144 against 14). The picture for CSE was similar. A small number of respondents commented on variations in difficulty from year to year in particular papers, but generally, the picture was one of satisfaction.

Question 8: Do your pupils generally get the grades you expect?

Again, both at O level and CSE level there was general satisfaction (130 to 16 at O, 62 to 18 at CSE). A small number of respondents commented that Grade 1 CSE was set at an unrealistically difficult level, thus pointing up the problem of its equivalency with an O level pass.

Finally, teachers were invited to add any other comments. To do justice to the range and variety of responses would require more than the space available. Some thought examinations more demanding than 10 years ago: others thought the opposite. There were isolated demands for: a return to prose composition; a national policy which would require boards to publish information about marking schemes; the adoption of the common 16+; and the scrapping of the proposals for a common 16+ (in roughly equal proportions); greater insistence on accuracy (but there were far more comments to the effect that teachers and examiners were obsessive about accuracy); and a number of respondents bemoaned the fact that O level was becoming less and less satisfactory as a preparation for A level.

From the great variety of replies, certain messages, however, seem to emerge. One cannot escape the conclusion, from this survey, that although many modern language teachers in our schools want public examinations to change, an even greater number prefer them to remain as they are. And yet the need for radical change in modern language examinations is widely canvassed. It is ironical, for example, that this survey should reveal criticism and suspicion on the part of teachers towards attempts by the boards to introduce new types of test (e.g Multiple-choice; AEB 'Use of French'; JMB 100 questions - though this test has been with us long enough for its weaknesses, as well as its strengths, to become apparent). It is difficult to escape the conclusion that there is a powerful body of conservative opinion among the teachers themselves. On the basis of this survey at least, boards might well claim that they are providing the examinations which a majority (albeit a silent majority) of teachers want.

Most teachers seem to be aware that there is insufficient syllabus clarification in the field of modern language examinations at the moment. There is warm appreciation of boards which have set out to provide such information. At the same time, there are very many teachers who appear to believe that it is not realistic or feasible to attempt to provide such clarification. All of which can only serve to underline the difficulties faced by newcomers to teaching, or to a particular examination, during the long period required to learn by experience what the examiners require.

Although only five of the questionnaires returned related specifically to the experimental common 16+ examination, a number of other respondents referred to it in the 'any other comments' section. The most commonly expressed view was that a common examination at 16+ for modern languages would have little to commend it except administrative convenience. And yet, in the area covered by the 16+ examination consortium, enrolments are increasing steadily.

Michael Buckby, of the University of York, who has long been campaigning for reform of modern language examinations at 16+, has observed that 'modern language teachers get the examinations they deserve'. This survey tends to confirm his claim, although it would perhaps be more accurate to say, somewhat less pithily, that 'modern language teachers get the examinations that a small majority of them deserve'.

Glossary of acronyms and abbreviations used to identify the examining boards

AEB	Associated Examining Board
ALSEB	Associated Lancashire Schools Examining Board
Cambridge	University of Cambridge Local Examinations Syndicate
E Anglia	East Anglian Examinations Board
E Midland	East Midland Regional Examinations Board
JMB	Joint Matriculation Board
London	University of London
Metropolitan	Metropolitan Regional Examinations Board
Middlesex	Middlesex Regional Examining Board
North	North Regional Examinations Board
North-West	North West Regional Examinations Board
Northern Ireland	Northern Ireland General Certificate of Education
O & C	Oxford and Cambridge Schools Examination Board
Oxford	Oxford Delegacy of Local Examinations
Scottish	Scottish Certificate of Education Examination Board
South-East	The South East Regional Examinations Board
South-West	South Western Examinations Board
SREB	Southern Regional Examinations Board
SUJB	Southern Universities' Joint Board
TWYLREB	West Yorkshire and Lindsey Examining Board
West Midlands	West Midlands Examinations Board
WJEC	Welsh Joint Education Committee
YREB	Yorkshire Regional Examinations Board
16+	Consortium of ALSEB, JMB, TWYLREB and YREB

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